

# **EMERGENCY MANAGEMENT INSTITUTE**

The information in this catalog is also available on the Internet at:  
*<http://training.fema.gov/emiweb/emicourses/>*

Course dates are available on the Web at:  
*<http://training.fema.gov/emiweb/emicourses/rclist.asp>*

**Emergency Management Institute**  
16825 South Seton Avenue  
Emmitsburg, Maryland 21727  
Phone: 301-447-1000 • 800-238-3358  
Fax: 301-447-1658 (Admissions)  
*<http://training.fema.gov/emiweb/emicourses/>*



## Overview

### EMERGENCY MANAGEMENT INSTITUTE

Through its courses and programs, EMI serves as the national focal point for the development and delivery of emergency management training to enhance the capabilities of federal, state, local, and tribal government officials, volunteer organizations, and the public and private sectors to minimize the impact of disasters on the American public. EMI curricula are structured to meet the needs of this diverse audience with an emphasis on how the various elements work together in emergencies to save lives and protect property.

Instruction focuses on the four phases of emergency management: mitigation, preparedness, response, and recovery. EMI develops courses and administers resident and non-resident training programs in areas such as natural hazards (earthquakes, hurricanes, floods, dam safety), technological hazards (hazardous materials, terrorism, radiological incidents, chemical stockpile emergency preparedness), professional development, leadership, instructional methodology, exercise design and evaluation, information technology, public information, integrated emergency management, and train-the-trainers.

Approximately 10,000 participants attend resident courses each year while 100,000 individuals participate in non-resident programs sponsored by EMI and conducted by state emergency management agencies under cooperative agreements with FEMA. Another 150,000 individuals participate in EMI-supported exercises, and approximately 1,000 individuals participate in the Chemical Stockpile Emergency Preparedness Program (CSEPP). Additionally, hundreds of thousands of individuals use EMI distance learning programs such as the Independent Study Program. Visit the EMI Web site at:

**<http://training.fema.gov/emiweb>**

### NON-RESIDENT COURSES—COURSES OFFERED BY STATES

A significant portion of our training is conducted by state emergency management agencies, under cooperative agreement with FEMA. Not all of the courses listed in the Non-Resident section of this catalog are offered in each state every year. Contact the appropriate state office of emergency management to obtain dates of course offerings and other information on training activities. The address and phone numbers for state and regional training officers are listed at the back of this catalog.

### HIGHER EDUCATION PROJECT

A goal of the Federal Emergency Management Agency (FEMA) is to encourage and support the expansion of emergency management-related education in colleges and universities across the United States. We believe that in the future, more emergency managers in government and the private sector will come to the job not only with a college education, but with a degree in emergency management as well.

Toward that end, EMI has developed a prototype college-level emergency management curriculum outline, consisting of a series of classroom-based, upper division (junior/senior) courses, and is in the process of working with professors around the country to develop these courses for handoff to other colleges and universities.

As courses are developed, they will be made available electronically via the Internet. To review or acquire a copy of any currently available course, use the following Uniform Resource Locator (URL):

**<http://training.fema.gov/emiweb/edu>**

A listing of colleges and universities offering emergency management programs or teaching one or more emergency management-related courses, also can be found on the Web site noted above.

## **CERTIFIED EMERGENCY MANAGER® (CEM®) PROGRAM**

The Emergency Management Institute endorses the Certified Emergency Manager® program, which is administered by the International Association of Emergency Managers. The purpose of this program is to raise and maintain professional standards and certify individuals who have demonstrated basic competencies in the emergency management profession.

Information on the CEM® program can be obtained by contacting the International Association of Emergency Managers at 111 Park Place, Falls Church, Virginia, 22046, by phone at (703) 538-1795, or by e-mail at [iaem@aol.com](mailto:iaem@aol.com).

## **CREDIT FOR EMI COURSES**

### **American Council on Education (ACE) Recommendations**

Although EMI is not accredited as an academic institution, some EMI courses involve college-level work, and individuals completing these courses may apply to their colleges to receive credit based on having attended the EMI courses. These courses have been evaluated by the ACE College Credit Recommendation Service and recommended for equivalent college credit in the ACE's *Guide to Educational Credit for Training Programs*. Not all courses are recommended for college credit. For those that are, specific information on credit equivalency recommendations from the *Guide* are included in the course descriptions in this catalog under the title "ACE Recommendations."

#### **Level Codes**

- LD Lower Division (can apply to associate's degree or first 2 years of bachelor's degree program)
- UD Upper Division (third and fourth year of bachelor's degree program; also can be applied to LD if school agrees)
- G Graduate Program

### **Continuing Education Units (CEUs) Granted**

Continuing Education Units (CEUs) are granted to course participants seeking these credits toward a program which an individual needs for maintaining specific knowledge, skills, and abilities. The number of CEUs is based on successful completion of a course which grants 1 CEU per 10 **contact** hours of an organized training experience under sponsorship by an institute such as the EMI. Records of participation are maintained permanently and issued from the NETC Admissions Office upon request. Each course description includes the CEUs.

FEMA is an authorized provider that ensures that the training received meets all criteria under the International Association of Continuing Education and Training.

### **Continuing Education Credits (CECs)**

Continuing Education Credits (CECs) are awarded by the Association of State Floodplain Managers (ASFPM) for classes taken to advance the professional development of floodplain managers and those working with floodplain management issues. As part of their Certified Floodplain Manager (CFM) program, the ASFPM awards these credits to recognize and track the continued development and growth of the floodplain manager's skills through training. There are two types of ASFPM CEC credits: core and parallel. Core floodplain management subjects are those that are directly related to the field of floodplain management. Continued study in these subjects is an important part of maintaining CFM status. Parallel floodplain management subjects are those that are indirectly related to the field of floodplain management.

### **College Credit for Independent Study Courses**

EMI Independent Study courses are reviewed annually for college credit through a nationally accredited college or university. For more information, contact:

FEMA Independent Study Program (College Credit)  
Emergency Management Institute  
National Emergency Training Center  
16825 South Seton Avenue  
Emmitsburg, Maryland 21727-8998

Military reserve personnel may earn retirement points for completing EMI Independent Study courses. Refer to the Independent Study section of this catalog for details (page 177).

The Independent Study courses can be accessed on the Internet at:

**<http://training.fema.gov/emiweb/is/>**

## OUTLINE OF CATALOG AND COURSE CODING

The catalog is divided into sections to make it user friendly. The Overview section provides information on the campus and facilities, special projects (Higher Education, etc.)

The General Information section provides information relative to the Application, Registration, Attendance, Costs and Stipends, and Foreign Applicants, Travel, Lodging, Food Services, etc., and maps with descriptions for NETC are addressed in the front of the catalog on page 109.

The courses are divided into Resident and Non-Resident sections: Mitigation, Preparedness and Technology, Professional Development, Disaster Operations and Recovery, Integrated Emergency Management, and Independent Study.

To identify where the different courses are offered, the following course codes are used:

B	Resident courses held at Noble Training Center
E	Resident courses held at the NETC campus
G	Field-delivered courses
IS	Independent Study courses
L	Resident courses held off-site
K	Self-paced training using the World Wide Web (Master Trainer Program–Evaluation of Training)

## NOBLE TRAINING CENTER (NTC), FORT McCLELLAN/ANNISTON, ALABAMA

The Noble Training Center (NTC) (Fort McClellan) is located in Anniston, Alabama, between the cities of Oxford and Jacksonville, in Calhoun County. This northeastern area of Alabama generally has a mild climate. The area formerly known as Fort McClellan is still used by the Alabama National Guard and the Army Reserve as a military training area.

### Smoking/Alcohol

Smoking in federal facilities is prohibited. Each building has a designated outdoor smoking area. Alcoholic beverages are not permitted on the premises.

### Weapons

Firearms and other personal weapons are not required for training and are not authorized at the NTC.

**Transportation of any weapon onto the federal facility or possession of any weapon on NTC property is cause for immediate dismissal from training and notification of local law enforcement agencies.**

### Lodging

Lodging will be provided onsite to eligible participants at no cost to you or your organization.

## Meals

Depending on the course, student expenditures are very similar to those at EMI. Your acceptance letter will outline the specific course amounts, methods of payment, etc.

***NOTE: Onsite transportation is provided to and from all training areas and support facilities at NTC on a scheduled basis.***

## Dress Code

Attire for training is business casual during course hours. During outdoor training, participants should consider wearing clothing suitable for the weather conditions and training activity.

## Security

All personnel entering NTC should become familiar and comply with the security regulations and instructions. All personnel will walk through a metal detector, and both personnel and packages are subject to search and inspection. All students will display their student badge (identification) at all times while inside the facility.

## Recreation

### *Fitness Facilities*

Each dormitory building has exercise equipment located on the first floor. In addition, there are two fitness facilities available for your use. These facilities are owned and operated by the City of Anniston.

The Truman Gym is open daily until 9 p.m. The following activities are available at Truman Gym: heated indoor pool, racquetball, sauna, Nautilus room, free-weight room, and basketball.

The Fitness Center is located 1 mile from NTC. The center is open daily until 6:30 p.m. The following activities are available at the Fitness Center: Nautilus, sauna, sauna-vibe massage, cardio room, and free weights.

There is also an 18-hole golf course currently at the NTC site. The golf course is currently owned and operated by the city of Anniston. It includes a pro shop and clubhouse which serves food and beverages.

### *Banking Facilities*

The Fort McClellan Credit Union has an ATM located in the shopping area (Commissary and PX complex). There are numerous other banking institutions within the local area.

## **Travel**

**NOTE:** *You must first receive an acceptance letter from the NETC Admissions Office before making any travel arrangements.*

### *Privately-Owned Vehicles*

Driving directions to NTC are provided below. Your acceptance letter will outline the method and rate of reimbursement.

### *Air Travel*

Your acceptance letter will contain specific instructions on making airline reservations. Arrangements should be made with your flight arriving at Hartsfield Atlanta International Airport. For security purposes, be prepared to show a photo ID. Transportation to NTC will be provided via shuttle bus to/from the airport. Please call (256) 741-3600 to reserve a seat on the shuttle bus.

In case of emergency or travel difficulties, please call the Noble Training Center at (256) 741-3600.

## **GENERAL DIRECTIONS TO NOBLE TRAINING CENTER**

The Noble Training Center (NTC) is approximately 90 miles west of Atlanta, Georgia, and 60 miles east of Birmingham, Alabama. If traveling from the east, west, or south, the best access is Interstate 20 to Exit 185 in Oxford, then north on Alabama Highway 21 for approximately 7 miles. From the north, the I-59 to U.S. 431 South to Alabama Highway 21. Turn left on Highway 21 North and travel approximately 3 miles. The entrance is Baltzell Gate-Fort McClellan.

### **From Birmingham airport:**

1. From the Birmingham Airport, take I-20 East from Birmingham.
2. Take I-20 East to exit 185 OXFORD-ANNISTON (Ala 21) (about 60 miles).
3. Upon exiting, you will be in Oxford, Alabama. Continue north on Ala 21 into Anniston. Proceed through Anniston to Fort McClellan.
4. After driving on Ala 21 for about 8 miles, you will see the Fort fence on your right. You will pass two closed gates. You will come to a signalized intersection (EXXON station on left). Proceed through this intersection and KEEP RIGHT.
5. Turn right onto Baltzell Gate Road. Follow Baltzell and parallel the golf course. You will pass the clubhouse on your left.
6. At the intersection (TEE), turn left onto FEDERAL WAY and proceed up the hill. Watch for the blue and white signs for FEMA/Noble Training Center which will be on your right on CARE DRIVE. Park in northeast lot. Go to glass door (under FEMA sign).

**WATCH FOR THE BLUE AND WHITE SIGNS MARKING THE ROUTE TO NTC ON BALTZELL GATE ROAD.**



If you need additional directions, please call Noble Training Center at (256) 741-3600.

**From Atlanta airport:**

1. At your car rental agency, ask for directions from the airport to CAMP CREEK PARKWAY.
2. Take CAMP CREEK PARKWAY to I-20 West (about 13 miles).
3. Take I-20 West to exit 185 OXFORD-ANNISTON (Ala 21) about 75 miles.
4. Upon exiting you will be in Oxford, Alabama. Continue north on Ala 21 into Anniston. Proceed through Anniston to Fort McClellan.
5. After driving on Ala 21 for about 8 miles, you will see the Fort fence on your right. You will pass two closed gates. You will come to a signalized intersection (EXXON station on left). Proceed through this intersection and KEEP RIGHT.
6. Turn right onto Baltzell Gate Road. Follow Baltzell and parallel the golf course. You will pass the clubhouse on your left.
7. At the intersection (TEE), turn left onto FEDERAL WAY and proceed up the hill. Watch for the blue and white signs for FEMA/Noble Training Center which will be on your right on CARE DRIVE. Park in northeast lot. Go to glass door (under FEMA sign).

**WATCH FOR THE BLUE AND WHITE SIGNS MARKING THE ROUTE TO NTC ON BALTZELL GATE ROAD.**

If you need additional directions, please call Noble Training Center at (256) 741-3600.

## **WORLD WIDE WEB ADDRESSES**

<b>FEMA</b>	<a href="http://www.fema.gov">http://www.fema.gov</a>
<b>EMI</b>	<a href="http://training.fema.gov/emiweb">http://training.fema.gov/emiweb</a>
<b>Higher Education</b>	<a href="http://training.fema.gov/emiweb/edu/">http://training.fema.gov/emiweb/edu/</a>
<b>EENET</b>	<a href="http://training.fema.gov/emiweb/eenet/">http://training.fema.gov/emiweb/eenet/</a>
<b>LRC</b>	<a href="mailto:netclrc@dhs.gov">netclrc@dhs.gov</a> (e-mail) <a href="http://www.lrc.fema.gov">www.lrc.fema.gov</a> (online card catalog)
<b>Independent Study</b>	<a href="http://training.fema.gov/emiweb/is/">http://training.fema.gov/emiweb/is/</a>
<b>USFA/NFA</b>	<a href="http://www.usfa.fema.gov">http://www.usfa.fema.gov</a>
<b>FEMA Form 75-5</b>	<a href="http://www.training.fema.gov/emiweb/emicourses">www.training.fema.gov/emiweb/emicourses</a>
<b>EMI Catalog</b>	<a href="http://training.fema.gov/emiweb/emicatalog1/menu/index.html">http://training.fema.gov/emiweb/emicatalog1/menu/index.html</a>
<b>CSEPP</b>	<a href="http://www.ornl.gov/emc/cseppweb/femacsepphome.html">www.ornl.gov/emc/cseppweb/femacsepphome.html</a>
<b>CD Videos and CD-ROMS</b>	<a href="http://www.ntis.gov">http://www.ntis.gov</a>
<b>National Alert Training News</b>	<a href="http://training.fema.gov">http://training.fema.gov</a>
<b>Master Trainer Program</b>	<a href="http://training.fema.gov/emiweb/mtp">http://training.fema.gov/emiweb/mtp</a>

## General Information

### Eligibility

To take an EMI course, applicants must meet the selection criteria and prerequisites specified for each course. Participants may not take the same course more than once.

*Enrollment in EMI courses is generally limited to U.S. residents; however, each year a limited number of international participants are accommodated in EMI courses. (See Foreign Applicants, page 110.)*

### Application Procedures

The form used to apply to take an EMI course is the General Admissions Application Form (FEMA Form 75-5, which expires February 28, 2007). The only FEMA Form 75-5 that will be accepted is the one with the expiration date of February 28, 2007. A copy of the form is included at the back of this catalog, and it may be duplicated. Additional forms can be downloaded from the EMI Web site ([www.training.fema.gov/emiweb/EMICourses](http://www.training.fema.gov/emiweb/EMICourses)) or obtained from state and local emergency management offices, FEMA regional offices, or the NETC Office of Admissions. The addresses for the state/local emergency management offices and the FEMA regional offices are listed at the back of the catalog. **Please fill out all blanks on the application form completely or it will be returned.**

Applications must be coordinated, reviewed, and approved by:

- The head of the applicant's sponsoring organization,
- The emergency management office of the applicant's state, and
- The NETC Admissions Office.

### EMI's National Enrollment System

EMI will use a National Enrollment System of two terms with a prescribed application period for each term.

**Winter Term 2006**—For courses to be conducted from October 2005 through March 2006, the application period is May 1 through June 30, 2005.

For Courses Beginning	Application Period	Applicants to be Notified
October 1, 2005–March 30, 2006	May 1–June 30, 2005	By August 30, 2005
April 1–September 30, 2006	November 1–December 31, 2005	By February 28, 2006

After each application period:

- NETC staff will review the applications and notify applicants regarding their status as noted above.
- EMI will post any remaining vacancies on the EMI Web site ([www.training.fema.gov/emiweb/emicourses](http://www.training.fema.gov/emiweb/emicourses)) and interested personnel may continue to apply. EMI will fill vacancies on a first-come, first-served basis. (**Note:** for IEMC vacancies by position consult the IEMC Web site at [www.training.fema.gov/emiweb/iemc/](http://www.training.fema.gov/emiweb/iemc/)).

## Attendance/Substitution/Cancellation

Once accepted, participants are expected to attend all sessions of each course, seminar, or workshop. Those who do not attend all sessions will not receive course completion certificates and will not be reimbursed under the Student Stipend Program.

If an organization must cancel an accepted participant, the organization may request substitution of an equally qualified person. This request must be made **in writing** at the same time as the cancellation and must be accompanied by a completed General Admissions Application Form for the substitute. *Requests for substitutions for EMI courses must be submitted through the applicable state emergency management office.* If a last-minute cancellation is necessary, please call the NETC Admissions Office at (301) 447-1035 or (800) 238-3358 (extension 1035). A fax may be sent to (301) 447-1658; e-mail address is [netc-admissions@dhs.gov](mailto:netc-admissions@dhs.gov).

## Dress Policy

When attending EMI classes, it is each participant's responsibility to use good judgment in selecting attire that projects a professional image and is appropriate for both the local climate differences and classroom activities. If EMI staff determine that a participant's attire is inappropriate, the participant will be required to change into more appropriate clothing before being allowed to continue class.

## Costs/Stipends/Reimbursements

There are no tuition fees for EMI on-campus or off-site courses. All instruction, course materials, and housing (for most participants) are provided at no cost. Participants from other countries, other federal agencies, and most participants from private industry or contractors to state, local, or tribal governments must pay their own transportation and lodging fees. All participants are responsible for the cost of cafeteria meals provided and for personal, incidental expenses.

Stipend reimbursement is limited to three trips for each participant per fiscal year. You must purchase a 21-day pre-purchased, nonrefundable ticket for round-trip transportation by common carrier (economy, coach class, or less). First class and business class airline tickets will not be reimbursed. If you are notified in enough time to purchase the 21-day ticket and do not do so, your reimbursement will be limited to the state ceiling as established by NETC. If you choose to drive, you will be reimbursed the current Privately Owned Vehicle (POV) federal mileage allowance or the state ceiling, whichever is less.

Reimbursement will be made by direct deposit to your personal account (please provide a copy of a check). You are responsible for reimbursing your organization.

If you have questions about your eligibility to receive a stipend, please call (301) 447-1035.

## Foreign Applicants

EMI often receives inquiries from citizens and officials of foreign countries. EMI courses are generally available to U.S. citizens only. Most EMI resident courses expect attendees to have full knowledge of, and experience with, U.S. governmental and political systems and are based on U.S. specific legislation, regulations, and systems. Thus, most EMI courses are not appropriate for foreign participants.

While EMI cannot generally accommodate international participants in its resident courses, it occasionally sends faculty to other nations to deliver emergency management training on-site. All expenses for such training must be paid by the host nation. For more information, write to:

Superintendent  
Emergency Management Institute  
National Emergency Training Center  
16825 South Seton Avenue  
Emmitsburg, Maryland 21727-8998

International participants are occasionally accepted to attend EMI resident courses on a space-available, fee-pay basis. To be considered for such an exception, applications from foreign individuals must meet the following conditions:

- The application must come from and be endorsed by an appropriate component of the national government of the applicant's home nation. Applications are generally routed through the appropriate embassy.
- The applicant must be a government employee with official emergency management responsibilities pertinent to the course which he/she is requesting to attend. The official endorsement must describe these responsibilities, their relationship to the course requested, and a compelling need to attend EMI to receive the required training.
- Because language translation is not provided on campus, participants must be fluent in reading, writing, and speaking English.

Completed applications should be sent to:

Admissions Office, Room I-216  
National Emergency Training Center  
16825 South Seton Avenue  
Emmitsburg, Maryland 21727-8998  
(301) 447-1035  
(301) 447-1658 (fax)  
netc-admissions@dhs.gov (e-mail)



## **Mitigation Curriculum**

The Mitigation curriculum provides training for federal, state, local, and tribal government, and private sector employees who are working to eliminate or reduce the long-term risk to human life and property posed by earthquakes, floods, tornadoes, dam failures, landslides, hurricanes, and other natural hazards.

The curriculum includes courses, workshops, and seminars of varying lengths. Resident offerings generally last 4½ days while field courses last 1 to 2 days. Some offerings are appropriate only for resident delivery because they require instruction by representatives of a number of federal agencies and facilitators located in the Washington, DC, area.

Many of the courses offered in this curriculum area directly support the training requirements of federal programs, such as the National Flood Insurance Program (NFIP), the National Hurricane Program, and the National Earthquake Hazards Reduction Program (NEHRP). Participants in these courses learn about program regulations and policies and are provided with the tools and techniques for implementing mitigation strategies.

## **Resident Courses**

### **Building Design for Homeland Security (E155)**

This course will cover the content of FEMA 426, *Reference Manual to Mitigate Potential Terrorist Attacks Against Buildings*. The course is designed to enhance participant knowledge of measures and technology available to reduce risks from terrorist attacks.

**Selection Criteria:** The course is intended for engineers, architects, or building officials involved in mitigation planning and design to protect people and property against manmade hazards. Secondary audiences include land-use planners, hazard mitigation specialists, consultants, academic staff, and other professionals involved in state/local planning or design efforts.

**Prerequisites:** None.

**Course Length:** 3½ days  
**CEUs:** 2.1

### **Advanced HAZUS Multi-Hazard (MH) for Hurricane (E170)**

This course is designed to provide in-depth instruction on the use of HAZUS-MH for advanced applications related to wind-loss modeling. The HAZUS-MH Hurricane Model allows users in the Atlantic and Gulf Coast regions of the United States to estimate hurricane winds and potential damage and loss to residential, commercial, and industrial buildings. It also allows users to estimate direct economic loss, post-storm shelter needs, and building and tree debris quantities. Detailed lessons include: Hurricane Hazard Methodology, Deterministic and Probabilistic Analysis, Mitigation Analysis, Building Damage and Loss, Shelter and Debris Models, Advanced Spatial Queries, and Combined Hurricane and Flood Analysis.

**Selection Criteria:** The audience for this course includes state and local emergency managers and GIS specialists, state and local planners, regional personnel responsible for wind mitigation and response activities, and other federal agencies. A strong working knowledge of ArcGIS is recommended.

**Prerequisites:** E313, *Basic HAZUS Multi-Hazard* course, any field or resident version of a HAZUS course, or previous or current use of HAZUS or ArcGIS software in performing your job.

**Course Length:** 3½ days  
**CEUs:** 2.5

## Advanced HAZUS Multi-Hazard (MH) for Flood (E172)

This course is designed to provide in-depth instruction on the use of HAZUS-MH for advanced applications related to flood-loss modeling. The HAZUS-MH Flood Model is capable of assessing riverine and coastal flooding. It estimates potential damages to all classes of buildings, essential facilities, transportation lifelines, utility lifelines, vehicles, and agricultural crops. The model addresses building debris generation and shelter requirements. Direct losses are estimated based on physical damage to structures, contents, and building interiors. The effects of flood warning are taken into account, as well as flow velocity effects. The Flood Information Tool (FIT) allows users to prepare local flood hazard and other pertinent data for use in the HAZUS-MH. Detailed lessons include: Riverine and Coastal Hazard Methodology, FIT, Damage Functions, “What-if” Analysis, and Advanced Spatial Queries.

**Selection Criteria:** The audience for this course includes state and local emergency managers and GIS specialists, state and local planners, regional personnel responsible for flood mitigation and response activities, and other federal agencies. A strong working knowledge of ArcGIS and Spatial Analyst is recommended.

**Prerequisites:** E313, *Basic HAZUS Multi-Hazard* course, any field or resident version of a HAZUS course, or previous or current use of HAZUS or ArcGIS software in performing your job.

**Course Length:** 3½ days  
**CEUs:** 2.5

## Advanced HAZUS Multi-Hazard (MH) for Earthquake (E174)

This course is designed to provide in-depth instruction on the use of HAZUS-MH for advanced applications related to earthquake-loss modeling. The HAZUS-MH Earthquake Model, an updated and enhanced version of HAZUS99-SR2, continues to provide loss estimates of damage and loss to buildings, essential facilities, transportation lifelines, and utility lifelines, and population based on scenario or probabilistic earthquakes. The model addresses debris generation, fire-following, casualties, and shelter requirements. Direct losses are estimated based on physical damage to structures, contents, inventory, and building interiors. It also includes the new Advanced Engineering Building Model (AEBM) for single and group building mitigation analysis. Detailed lessons include: Building Vulnerability, Facility Inventory, Lifeline Inventory and Vulnerability, AEBM, Average Annual Loss, and Advanced Spatial Queries.

**Selection Criteria:** The audience for this course includes state and local emergency managers and GIS specialists, state and local planners, regional personnel with responsibility for earthquake mitigation and response activities, and other federal agencies with risk assessment responsibilities. A strong working knowledge of ArcGIS is recommended.

**Prerequisites:** E313, *Basic HAZUS Multi-Hazard* course, any field or resident version of a HAZUS course, or previous or current use of HAZUS or ArcGIS software in performing your job.

**Course Length:** 3½ days  
**CEUs:** 2.5



## Application of HAZUS Multi-Hazard (MH) for Disaster Operations (E179)

This course is designed to teach participants how to use HAZUS-MH for damage and loss estimation following a disaster.

**Selection Criteria:** FEMA Mitigation staff, Mitigation DAEs, and State Building Science, and GIS professionals. A strong working knowledge of ArcGIS with spatial analyst extension is recommended.

**Prerequisites:** None.

**Course Length:** 3½ days  
**CEUs:** 2.5

## Introduction to ArcGIS for HAZUS-MH Users (E190)

This course is designed to provide the essential ArcGIS skills and knowledge to effectively use the HAZUS-MH software. The course combines lectures with hands-on exercises that present practical examples of how to use GIS for disaster mitigation and response. Course topics will include an introduction to GIS concepts; tools for symbolizing data; tools for querying and analyzing data; data management; manipulating tabular data; understanding coordinate systems; basic editing; spatial data adjustment; geocoding; and a survey of some of the advanced options provided by ArcGIS and the Spatial Analyst extension through the use of geodatabases and raster data. The course will conclude with an introduction to HAZUS-MH with a focus on how to apply the tools and techniques covered in the proceeding sections of the class.

**Selection Criteria:** This course is intended for the following: state and local emergency managers; state and local GIS specialists responsible for risk assessment activities; regional personnel responsible for mitigation and response activities; other federal agencies with a need to conduct risk assessment; and state and local planners.

The need to attend this training must be documented in block 16 of the application. Participants must currently use or be planning to

use GIS and HAZUS. Applicants will be enrolled on a first-come, first-served basis.

**Prerequisites:** None.

**Course Length:** 3 days  
**CEUs:** 2

## Digital Hazard Data (E234)

This course is designed to give floodplain and emergency management personnel the necessary skills and knowledge to use digital flood data and other hazard data. It is *not* intended to make participants technically proficient (experts) in the hands-on use of Geographic Information Systems (GIS). Participants must have basic computer skills and literacy, including knowledge of Windows. Advanced users should be aware that many *basic* GIS concepts will be included in course content and exercises. This training supports FEMA's conversion of the paper flood insurance rate maps to a computerized format.

**Selection Criteria:** The audience for this course consists of state and local floodplain and emergency management personnel, regional personnel with National Flood Insurance Program responsibilities, personnel from other federal agencies involved in floodplain and emergency management, and state and local planners. Individuals who are not in manager/planner positions may apply if the need to attend this training is documented in block 16 of the application.

**Prerequisites:**

**Required:** Participants must be able to do the following.

1. Read and interpret the Flood Insurance Rate Map.
2. Use, or be planning to use, GIS.
3. Use a personal computer and Windows 2000.

A statement verifying the above qualifications should be included in block 16 of the application form.

**Recommended:** None.

**Course Length:** 4 days  
**CEUs:** 2.8  
**CECs:** 6 (parallel)

### **Advanced Cooperating Technical Partners Course (E241)**

This course is specifically designed for communities, and regional and state agencies that are participating in the Cooperating Technical Partners (CTP) Program. The Advanced CTP course is designed to address new technology in order to give CTPs an advanced level of technical training on how to create a DFIRM. This information is taught in a computer lab environment that includes lecture and many hands-on activities. Examples of topics include topographic data development; base mapping, and digital flood maps; and map production and processing procedures. At the conclusion of this course, participants will be aware of FEMA's guidelines and specifications for submitting digital data and be exposed to digital tools used to create a DFIRM.

**Selection Criteria:** Federal, state, and local staff responsible for creating DFIRMs as part of the CTP Program. The course is intended for current CTPs who are active mapping partners, and who are responsible for creating digital data. This is NOT a management course.

#### **Prerequisites:**

**Required:** Participants must have signed a Partnership Agreement and Mapping Activity Statement with FEMA to be eligible to attend this course. Applicants who are in the process of signing a Mapping Activity Statement will be considered on a case-by-case basis.

**Recommended:** This is a technical course. Participants should be those responsible for creating digital data, and be familiar with ESRI's and ArcGIS suite.

**Course Length:** 4 days  
**CEUs:** 2.8

### **Managing Floodplain Development Through the National Flood Insurance Program (NFIP) (E273)**

This course is designed to provide an organized training opportunity for local officials responsible for administering their local floodplain management ordinance. The course will focus on the NFIP and concepts of floodplain management, maps and studies, ordinance administration, and the relationship between floodplain management and flood insurance.

**Selection Criteria:** Local officials responsible for administering local floodplain management ordinances, including but not limited to floodplain management administrators, building inspectors, code enforcement/zoning officers, planners, city/county managers, attorneys, engineers, and public works officials. Federal/state/regional floodplain managers also are encouraged to attend. The course is designed for those officials with limited floodplain management experience. Attendance will be limited to two participants from any state for each offering.

**Course Length:** 4 days  
**CEUs:** 3.1  
**CECs:** 12 (core)

### **Benefit-Cost Analysis: Entry-Level Training (E276)**

This course is designed as an introduction to the fundamental concepts of benefit-cost (BC) analysis. Participants will learn how to obtain BC data and conduct analyses using the basic versions of the riverine and coastal A-zone software modules. This course will not teach how to conduct level-two BC analyses.

**Selection Criteria:** The target audience is FEMA and state hazard mitigation officials. Other personnel involved in conducting BC analyses may also apply.

**Prerequisites:**

**Required:** Participants must have knowledge of mathematics (basic algebra and percentages) and computers (Windows and spreadsheet programs).

**Recommended:** Familiarity with basic mitigation terminology is suggested.

**Course Length:** 2½ days

**CEUs:** 1.3

**CECs:** 12 (core)

### **National Flood Insurance Program/Community Rating System (NFIP/CRS) (E278)**

This course covers the CRS, a nationwide initiative of FEMA's National Flood Insurance Program. It describes activities eligible for credit under CRS, how a community applies, and how a community modifies an application to improve its classification.

**Selection Criteria:** FEMA regional office staff, NFIP state coordinators, regional planning officials, local and tribal government officials, those performing floodplain management services for local governments, and others interested in learning about the CRS in order to provide technical assistance to communities seeking to apply for CRS credit. Attendance will be limited to two participants from any one community per fiscal year.

**Prerequisites:**

**Required:** None.

**Recommended:** The course is designed for those officials with some floodplain management experience.

**ACE Recommendation:**

**Credit Hours:** 2 Semester Hours

**Level:** LD or UD

**Curricula:** Public Administration or  
Emergency Management

**Course Length:** 4 days

**CEUs:** 2.9

**CECs:** 12 (core)

### **Retrofitting Flood-Prone Residential Buildings (E279)**

This course is designed to provide engineering and economic guidance on what constitutes proper retrofitting techniques for flood-prone residential structures. The course will focus on the concepts of floodproofing, regulatory framework, controlling parameters, design practices, and benefit, cost, and technical feasibility analysis. There is a case study design exercise and a written examination.

**Selection Criteria:** The audience comprises engineers and architects, and building code, floodplain management,\* hazard mitigation,\* planning,\* zoning,\* and public works officials.\*

\* This course is intended for those with engineering, architectural, or building science knowledge.

**Prerequisites:**

**Required:** None.

**Recommended:** It is recommended that participants complete IS-279. Please see the Independent Study curriculum in this catalog to order IS-279.

**ACE Recommendation:**

**Credit Hours:** 2 Semester Hours

**Level:** UD

**Curricula:** Civil Engineering, Emergency  
Management, or Resource  
Economics

**Course Length:** 4½ days

**CEUs:** 2.9

**CECs:** 12 (core)

### **HAZUS Multi-Hazard/DMA 2000 Risk Assessment (E296)**

This training focuses on HAZUS-driven risk assessment methodology, data requirements, and applications to assist local communities and other organizations in addressing their disaster-related risk assessment needs. The 3-day EMI HAZUS-driven risk assessment course will involve technical presentations on risk assessment methodology and hands-on exercises

using HAZUS-MH. The course will cover the following topics:

- Risk assessment methodology and HAZUS-MH software
- Steps associated with Hazard Identification and Prioritization
- Key steps involved in inventory identification and enhancement
- Key steps involved in completing the hazard risk assessment and analysis
- Risk assessment outputs and their uses
- HAZUS-driven risk assessment methodology used for “other” disaster scenarios and how HAZUS software can support these efforts.

**Selection Criteria:** The audience for this course includes FEMA regional staff and state and local emergency management planners.

**Prerequisites:**

**Required:** E313, *Basic HAZUS-MH* course.

**Recommended:** E308/L308, *Using HAZUS in Mitigation Planning*.

**Course Length:** 3 days  
**CEUs:** 1.8

## Using HAZUS in Mitigation Planning (E308)

This course provides a focus on how HAZUS can help a local community or a county identify, support, and develop strategies, programs, and actions to accomplish effective earthquake hazard mitigation.

**Selection Criteria:** State, tribal, and local government elected officials, decision makers, and mitigation planners.

**Course Length:** 2 days  
**CEUs:** 1.2

## Basic HAZUS Multi-Hazard (MH) (E313)

This course is designed to provide federal, state, local, and tribal Geographic Information Systems (GIS) specialists in emergency management with the skills and knowledge to use HAZUS-MH, the nationally applicable standardized methodology and software program that contains models for estimating potential losses from earthquakes, floods, and hurricanes. HAZUS-MH uses state-of-the-art GIS software (ArcGIS) to map and display hazard data, and the results of damage and economic loss estimates for buildings and infrastructure, allowing users to estimate the impacts of hurricanes, floods, and earthquakes to populations.

**Selection Criteria:** The audience for this course includes state and local emergency managers and planners, GIS specialists responsible for risk assessment activities, regional personnel responsible for earthquake, wind, and flood mitigation and response activities, and other federal agencies with a need to conduct risk assessment. They must have a strong working knowledge of multi-hazard applications of HAZUS toward mitigation, recovery, and risk management.

**Prerequisites:**

**Required:** Participants must be able to do the following:

1. Use a personal computer and Windows.
2. Use GIS.
3. Have GIS experience.
4. Be involved in updating the HAZUS database in their region.

**Recommended:** ESRI On-line GIS Tutorial and Introduction to ArcView 8.2, and E190, *Introduction to ArcGIS for HAZUS-MH Users*.

**Course Length:** 4 days  
**CEUs:** 2.8

## Comprehensive Data Management for HAZUS Multi-Hazard (MH) (E317)

This course is designed to provide in-depth instruction on collecting and processing high-resolution hazard inventory data and integrating the data into HAZUS MH. Detailed lessons include: Data Availability, Modification and Costs, Importing BIT and InCast Files, Developing Point, Polyline and Polygon data, FIT, and Comparing Analyses.

**Selection Criteria:** The audience for this course includes federal, state, and local GIS specialists in emergency management who are involved in flood and other hazard assessment or managing multi-hazard databases and GIS information. A strong working knowledge of ArcGIS with Spatial Analyst extension is recommended.

**Prerequisites:** E313, *Basic HAZUS Multi-Hazard* course, any field or resident version of a HAZUS course, or previous or current use of HAZUS or ArcGIS software in performing your job.

**Course Length:** 3½ days  
**CEUs:** 2.5

## Mitigation for Tribal Officials (E344)

This course provides Tribal members and their representatives with an overview of FEMA's mitigation programs, to outline tribal mitigation responsibilities, and to discuss opportunities for achieving mitigation successes. The course will cover mitigation planning, the National Flood Insurance Program (NFIP), and mitigation grant programs.

**Selection Criteria:** The course will be limited to federally recognized tribal members and their representatives.

**Prerequisites:**

**Required:** None.

**Recommended:** Participants should be familiar with emergency management principles and operations and/or mitigation publications and brochures.

**Course Length:** 4 days  
**CEUs:** 2.8

## Multi-Hazard Emergency Planning for Schools Train-the-Trainer (TTT) (E362)

This course provides participants with the knowledge, skills, and tools needed to develop all-hazard school emergency operation plans for school emergencies. The course focuses on the four phases of emergency management and explains how to use the Incident Command System (ICS) as the foundation for a school emergency response plan. By using ICS, school personnel will be able to coordinate their emergency activities with outside agencies in response to any situation. The course is divided into seven units:

- Unit 1: Course Overview and Introduction
- Unit 2: What is Emergency Management
- Unit 3: Emergency Operations Planning
- Unit 4: Training and Testing the Plan
- Unit 4A: Planning for a Terrorist Incident
- Unit 5: Final Exercise
- Unit 6: Course Summary

**Train-the-trainer will present course content and “how to teach” the Multi-Hazard Emergency Planning for Schools (G362) course in the field.**

**Selection Criteria:** This course is for state and local training teams. Teams consist of **ONE** team member from the following area designated by each bullet (●):

- Representative of state Department of Education
- Representative of school district, such as
  - District administrator or school board member
  - School principal or assistant principal
  - District or school risk manager
  - District or school plan facility engineer/manager
  - District resource officer or school resource officer

- School counselor or psychologist
- Secretary
- Transportation coordinator
- Representative of emergency management
- Representative of law enforcement
- Representative of fire service
- Representative of medical services
- Representative of public health

**Course Length:** 4 days

**CEUs:** 2.8

## Residential Coastal Construction (E386)

This course is designed to train participants on FEMA's *Coastal Construction Manual*. This manual is the primary, state-of-the-art reference for planning, designing, and constructing residential structures in the various coastal environments.

**Selection Criteria:** The target audience is engineers, architects, and building code officials. Floodplain management, hazard mitigation, planning, and building officials with building science knowledge may also apply.

### ACE Recommendation:

**Credit Hours:** 2 hours

**Level:** UD

**Curricula:** Coastal Residential Construction Practices, Emergency Management Hazard Mitigation Techniques, or Civil Engineering

**Course Length:** 4½ days

**CEUs:** 2.9

**CECs:** 12 (core)

## Disaster-Resistant Jobs' Strategies for Community Emergency and Economic Risk (CEER) Management (E464)

Participants will learn background and techniques to promote mitigation within the business community. They are expected to return

to their communities and work to promote mitigation in the economic sector.

**Selection Criteria:** Participants should be local emergency managers, economic developers, Chamber of Commerce staff, and others who can promote mitigation in the local business community.

### Prerequisites:

**Required:** The participant should take IS-393, *Introduction to Mitigation*.

**Recommended:** None.

**Course Length:** 4 days

**CEUs:** 1.8

## Introduction to Hurricane Preparedness at the National Hurricane Center (L324)

Hurricane Forecast Specialists cover the meteorology and forecasting of hurricanes, the hazards associated with them, and the operation of the National Hurricane Center. FEMA's Regional Hurricane Program Manager covers the Hurricane Liaison Team and Evacuation Liaison Team concepts as well as the regional concept of operations. The week has activities in forecasting hurricanes, using Sea, Lake, Overland Surge from Hurricanes (SLOSH) and using Hurrevac. There is a course offered for the Gulf Coastal states, Southeast Coastal states, and the Mid-Atlantic and Northeast Coastal states.

**Selection Criteria:** FEMA's Regional Hurricane Program Specialist and the state Hurricane Program Manager select participants from the course. Participants are chosen based on their involvement with hurricane-related functions in their job.

### Prerequisites:

**Required:** Completion of IS-324, *Community Hurricane Preparedness*.

**Recommended:** None.

**Course Length:** 4 days

**CEUs:** 2.4

## **Non-Resident Courses**

Non-resident courses are offered by the state training offices. To find out more information about these courses, please contact your state office (phone numbers and addresses are listed in this catalog on page 203).

Mitigation makes sense—and it works. For every dollar spent on mitigation, *at least two are saved in potential response and recovery costs.*

Mitigation means preventing a disaster from ever happening in the first place through land-use planning, retrofitting, effective building codes, hazards identification and risk assessment, and a wide variety of other activities. Mitigation reduces the impact of any future disaster; it protects a community on a *long-term* basis. A disaster-resistant community is one where citizens, elected officials; and local businesses undertake “sustained action that reduces or eliminates long-term risk to people and property from hazards and their effects.”

FEMA encourages communities to become disaster resistant by emphasizing efforts at the *local* level, with mitigation goals determined by the community. The strong partnerships developed between government, private industry, and the citizens of a community bring together resources from diverse sources to address a common goal.

EMI’s non-resident courses provide a way for many of these partners to attend the training they need at the state, local, or tribal level. These courses are designed for those who make mitigation happen by making changes at the local level: local officials and community leaders; architects, engineers and building officials; building contractors; educators and school administrators and others concerned with making their community disaster resistant.

Local mitigation leaders also are encouraged to review EMI’s Independent Study curriculum offerings, described in this catalog beginning on page 178.

## **MITIGATION MANAGEMENT SERIES**

**...provides mitigation management skills.**

The ability to perform mitigation work in both the pre-disaster and post-disaster environments requires a variety of management skills. These skills may be developed through this series of courses that offers “how to” training focused on practical information. This new series emphasizes applied skills in mitigation planning and recovery.

### **Mitigation Management Series Requirements for Certificate of Achievement**

Those who complete five Mitigation Management Series (MMS) required courses plus four of the elective courses and the practicum are eligible to receive an MMS certificate of completion.

Requests for the certificate of completion must be sent first to the state emergency management agency for verification. Include date and place, as well as name of course manager, for each course completed.

### **Who is eligible for the Mitigation Management Series (MMS)?**

Any city/county or state professional in the field of mitigation may apply for these courses, which are offered by the Emergency Management Institute and/or by each state. Offerings of these courses completed prior to the new series may be credited toward the MMS certificate of completion.

#### **Required Courses (Choose 4)**

- |              |  |
|--------------|--|
| <b>G253</b>  | <i>FEMA Program Responsibilities: Coordinating Environmental and Historic Compliance</i> |
| <b>G278</b>  | <i>Benefit-Cost Analysis: Entry-Level Training</i>                                       |
| <b>G279</b>  | <i>Retrofitting Flood-Prone Residential Buildings</i>                                    |
| <b>G377</b>  | <i>Regional Hazard Mitigation Planning</i>   |
| <b>IS-12</b> | <i>Property Acquisition (Buyout) for Local Communities</i>                               |

**IS-393**     *Introduction to Mitigation***Elective Courses (Choose 4)**

- E273**     *Managing Floodplain Development through the National Flood Insurance Program (NFIP)*
- G362**     *Multi-Hazard Emergency Planning for Schools*
- G393**     *Mitigation for Emergency Managers*
- G434**     *Earthquake Safety Program for Schools*
- G436**     *Earthquakes: A Teacher's Package for K-6 (also known as Tremor Troops)*
- G439**     *Seismic Sleuths: A Teacher's Package on Earthquakes for Grades 7-12*
- IS-8**     *Building for the Earthquakes of Tomorrow: Complying with Executive Order 12699*
- IS-279**   *Retrofitting Flood-Prone Residential Buildings*

**Practicum**

*(state-level applicants must conduct two of the following; city/county applicants must conduct one of the following)*

- G398.1**   *Earthquake Mitigation and Recovery Exercise for Local Government Officials*
- G398.2**   *Flood Mitigation and Recovery Exercise for Local Government Officials*
- G398.3**   *Hurricane Mitigation and Recovery Exercise for Local Government Officials*

EMI resident courses can be substituted for field courses listed in this brochure, as long as both have the same course title. For example, E279, *Retrofitting Flood-Prone Residential Buildings*, can be substituted for G279. No other course substitutions will be permitted.

**Seismic Retrofit Training for Building Contractors and Inspectors (G225)**

This 8-hour course demonstrates methods to retrofit residential structures to reduce seismic damage. Participants are shown methods of properly tying a structure to a foundation and using connectors to strengthen its frame. Topics covered include earthquake basics, shear walls, foundations, connections, and miscellaneous elements in construction. In addition, liability issues for contractors are discussed throughout the course. The manual is designed to be an on-site reference tool for contractors.

**Selection Criteria:** This course is intended for builders, building contractors, building inspectors, and others responsible for retrofitting residential structures to reduce seismic damage.

**Disaster-Resistant Jobs Training (G246)**

This 2-day course is designed to highlight the need for the local business community to mitigate and prepare for disasters. Communities must protect their economic base in order to survive and thrive in the wake of a disaster. This course will help local leaders recognize the impact of disasters on business and industry and what steps need to be taken to lessen the impact of disaster on local jobs.

**Selection Criteria:** This course is for economic development district staff, local community leaders and business people, chamber of commerce staff, state economic development officials, and state, tribal, and local emergency managers.

**FEMA Program Responsibilities: Coordinating Environmental and Historic Compliance (G253)**

This 3-day course is intended as an introduction to environmental and historic compliance. It examines the importance of fully integrating the compliance steps stipulated by the National Environmental Policy Act (NEPA) and the National Historic Preservation Act (NHPA) into the administration of the Public Assistance and



Hazard Mitigation Grant (HMGP) Programs. It addresses the same subject areas as E253 from the field-level perspective more than the management level perspective and therefore is directed to those at environmental/historic entry levels, and others whose primary function is not environmental/historic.

**Selection Criteria:** Entry-level individuals wishing to qualify at level one or level two environmental or historic specialist. Others whose primary function is not environmental/historic, but whose work requires reasonable understanding of these requirements: public assistance coordinators, public assistance officers, grant (HMGP, Flood Mitigation Assistance, Unmet Needs) project officers, and their line managers in the disaster field office (DFO). The regions recommend members of the Environmental and Historic Cadre and/or program specialists working with environmental and historic issues to attend the training.

**Prerequisites:**

**Required:** Participants must have received training in their respective program area prior to taking this course.

**Recommended:** Some environmental/historic background or training (for environmental/historic specialists), or some DFO experience (for others).

**NOTE:** *This course will be offered on a periodic basis based on a region's demonstrated need for environmental and historic training and the availability of qualified trainers. G253 is a Mitigation Management Series required course.*

## **Residential Coastal Construction (G277)**

This 2-day course is designed to train participants on FEMA's *Coastal Construction Manual*. This manual is the primary, state-of-the-art reference for planning, designing, and constructing residential structures in the various coastal environments.

**Selection Criteria:** The target audience is engineers, architects, and building code officials. Floodplain management, hazard mitigation, planning, and building officials with building science knowledge also may apply.

## **Benefit-Cost Analysis: Entry-Level Training (G278)**

This 2-day course is designed as an introduction to the fundamental concepts of benefit-cost (BC) analysis. Participants will learn how to obtain BC data and conduct analyses using the basic versions of the riverine and coastal A-zone software modules. This course will **not** teach how to conduct level-two BC analyses.

**Selection Criteria:** The target audience is FEMA and state hazard mitigation officials. Other personnel involved in conducting BC analyses also may apply.

**Prerequisites:**

**Required:** Participants should have some prior knowledge of mathematics (basic algebra and percentages) and computers (Windows and spreadsheet programs).

**Recommended:** Familiarity with basic flood mitigation terminology is suggested.

## **Retrofitting Flood-Prone Residential Buildings (G279)**

This 2-day course is designed to provide engineering guidance on retrofitting existing one- to four-family residential structures situated in flood-prone areas. Subjects covered include an introduction to retrofitting, regulatory framework, controlling parameters, building assessment, and design practices. There is also a 1-hour unit on economics and a final exam.

**Selection Criteria:** This course is intended for engineers, architects, and building code officials. Floodplain management, hazard mitigation, planning, zoning, and public works officials with engineering, architectural, or building science knowledge are also part of the target audience.

## Benefit-Cost Analysis Using the Limited-Data Module: Intermediate Training (G285)

The goal of the 2½-day course is to enable participants to conduct complex benefit-cost (BC) analysis on riverine or coastal A-zone flood mitigation projects using FEMA's Riverine Flood Limited-Data (LD) module. The course builds on the skills taught in the *BC Analysis: Entry-Level Training* and focuses exclusively on the LD module.

**Selection Criteria:** The target audience is FEMA and state hazard mitigation officials. The course is intended for participants who have completed the entry-level training (G278) or have several months' on-the-job experience using FEMA's BC analysis modules.

### **Prerequisites:**

**Required:** Participants should have knowledge of mathematics (basic algebra and percentages) and computers (Windows and spreadsheet programs).

**Recommended:** Familiarity with flood mitigation terminology is suggested.

## Mitigation Planning Workshop for Local Governments (G318)

This 2-day workshop discusses the Disaster Mitigation Act of 2000 which amends the Robert T. Stafford Disaster Relief and Emergency Assistance Act by, among other things, adding a new section, 322—Mitigation Planning. Section 322 requires local governments to prepare and adopt jurisdiction-wide hazard mitigation plans as a condition of receiving Hazard Mitigation Grant Program (HMGP) funds to “brick and mortar” mitigation projects. The *Mitigation Planning Workshop for Local Governments* assists representatives of local communities or multi-jurisdictional planning areas to develop a mitigation plan that meets community needs as well as the Section 322 local government planning requirements as described in 44 CFR Section 201.6. This workshop explains each of the requirements, demonstrates how FEMA's new Mitigation Planning How-to-Guides can be used to address each requirement, and provides opportunities to begin the planning process in

group activities with representatives of the same community or planning area.

**Selection Criteria:** The target audience for this Workshop includes the following representatives of local government: elected officials, managers, planners, emergency program managers, and other staff with expertise needed for mitigation projects. The Workshop is also intended for community members interested in avoiding or minimizing hazard losses, who may wish to participate in the mitigation planning process.

## Multi-Hazard Emergency Planning for Schools (G362)

This course will provide participants with the basic information and tools needed to develop effective plans for the wide array of potential emergencies that schools may face.

Participants completing the course will be able to explain the importance of effective planning to others and lead individuals in their schools and community through the process of developing an effective multi-hazard program.

## State Hazard Mitigation Planning (G376)

This 1-day course is designed to provide participants with the knowledge and resources about hazard mitigation concepts, programs, and regulations that will enable them to contribute to their states' efforts to reduce vulnerability to natural hazards. The course modules include hazard vulnerability and mitigation, the state hazard mitigation program, post-disaster mitigation opportunities, and a hazard mitigation case study exercise.

**Selection Criteria:** State officials who have been or would be assigned lead responsibility within their particular state agency for accomplishing hazard mitigation. All state agencies should be represented at this course because the programs and activities of virtually all state agencies affect the socioeconomic, land use, and development patterns of local governments within the state. Representatives of large local jurisdictions whose mitigation activities may affect state-level operations also may participate in the course.

## Regional Hazard Mitigation Planning (G377)

This course is designed to provide participants with knowledge about hazard mitigation that will enable them to effectively coordinate state and local hazard mitigation responsibilities. Course modules include state mitigation responsibilities, mitigation techniques and technology, planning, managing the grant program, and developing state mitigation teams. Issues are addressed through a variety of techniques such as workshops, informal discussions, group analysis of a realistic case, and practical exercises. The course can be conducted in a 2- to 3-day format to allow for regional flexibility in selecting course content.

**Selection Criteria:** State hazard mitigation officers who have been assigned lead responsibility within their state governments for accomplishing hazard mitigation. Each state should send at least one representative from its state office of emergency management and one from its state office of natural resources. It is recommended that the state emergency management training officer also attend this course to obtain background information that is essential to the “team training” approach necessary to successfully deploy mitigation training at the state and local levels.

## Interagency Hazard Mitigation Team Training (G379)

This course is designed specifically to train participants who may serve on an interagency hazard mitigation team. The course covers pre-disaster as well as post-disaster situations, and its purpose is to provide team members with knowledge of the range of mitigation activities. The modular format gives the instructor maximum flexibility in designing the course. The course can be taught in a 1½-day to a 4-day format.

**Selection Criteria:** Designated members of interagency hazard mitigation teams and their alternates as well as federal, state, tribal, and local staff who may be so designated.

## Mitigation for Emergency Managers (G393)

This course is designed to train emergency managers and other interested individuals who have no specialized technical background, but can support mitigation efforts as advocates. The course provides activities and exercises that build the participants’ abilities to: perform the tasks and responsibilities of the emergency manager’s role; create long-term strategies for disaster-resistant communities; identify local mitigation opportunities; select mitigation solutions to hazard risk problems; find resources to carry out mitigation activities in a post-disaster environment.

**Selection Criteria:** Tribal and local government officials, emergency managers, community leaders in such efforts as voluntary organizations, businesses and industries, and other emergency service personnel.

### **Prerequisites:**

**Required:** Completion of IS-393, *Introduction to Mitigation*.

**Recommended:** None.

## Mitigation and Recovery Exercises (G398)

### Earthquake (G398.1) Flood (G398.2) Hurricane (G398.3)

The *Mitigation and Recovery Exercises* are 1-day exercises for local government agencies such as building officials, zoning officers, commissioners, councils, and chief executive officers. The exercises present a series of challenges to a local government that could face a threat from earthquake, flood, or hurricane. The local government will have to solve how it intends to deal with temporary housing issues, building permits, and temporary business locations as well as long-term recovery issues.

These exercises work well in any size community from large metropolitan areas to small rural towns and villages. The exercise

material explains what must be done to plan and prepare for the activity.

### Earthquake Safety Program for Schools (G434)

This 2-day course is intended to help the school community prepare to be self-sufficient in the aftermath of a damaging earthquake. Topics include planning, hazard identification and nonstructural mitigation techniques, drills, immediate response exercises, post-earthquake recovery and mitigation opportunities, and crisis intervention.

**Selection Criteria:** The intended audience for the workshop includes school district administrators, principals, school board members, school district facility and risk managers and others concerned with the physical plant and operation of a school system, teachers, PTA members, and local emergency services officials.

### Earthquakes: A Teacher's Package for K–6 (G436)

This hands-on workshop introduces kindergarten and elementary school teachers to *Earthquakes: A Teacher's Package for K–6* (publication FEMA 159). Also known as *Tremor Troop*, the collection of multidisciplinary hands-on classroom activities was developed for FEMA by the National Science Teachers Association. The material provides basic information about earthquakes. The lesson plans and activities are designed to promote scientific literacy among young children and give them the information and skills they need to cope safely during and following an earthquake. The workshop also addresses **Crisis Intervention**, focusing on the needs of children and school personnel, and **earthquake risk reduction for schools**.

**Selection Criteria:** Elementary science coordinators, elementary curriculum coordinators, kindergarten and elementary classroom teachers, and teacher educators from regional science and educational resource centers.

The purpose of the 1-day workshop is to introduce *Tremor Troop* to teachers who then will use it in their own classrooms.

The purpose of the 2-day workshop is to introduce *Tremor Troop* to educators who then will train teachers in their own districts.

### Seismic Sleuths: A Teacher's Package on Earthquakes for Grades 7–12 (G439)

This course introduces master teachers of grades 7–12 to *Seismic Sleuths* curriculum. This teacher's package provides hands-on/minds-on classroom activities on earthquake-related topics that can be integrated into existing science, math, and social studies curricula. Produced by the American Geophysical Union, in cooperation with FEMA, the materials foster an understanding of how science, math, and social studies concepts can be applied to reduce earthquake hazards and risk in the built environment through seismic safety design, construction, land-use, and emergency management techniques.

**Selection Criteria:** Master teachers with a minimum of 5 years of teaching experience in grades 7–12. The purpose of the institute is to introduce the package to master educators who then will provide workshops for teachers in their school districts.

## FIELD-DELIVERED COOPERATIVE COURSES

FEMA's Mitigation Directorate, in cooperation with the Recovery Division, has entered into cooperative agreements with numerous professional organizations and associations in order to bring appropriate technical mitigation information to the audiences served by these organizations. To date, we have developed technical training courses and seminars for the following audiences:

- Building Code Enforcement Officials
- Engineers
- Architects
- School Administrators
- K-12 Teachers

Should you wish to arrange for such technical courses or seminars to be conducted in your state or jurisdiction, please contact your FEMA Regional Training Manager for additional information. The upcoming courses and seminars, as they are scheduled, also will be listed on EMI's training bulletin board.

- G271**     *Hazardous Weather and Flood Preparedness* (description on page 135)
- G276**     *Resource Management* (description on page 136)
- G278**     *Benefit-Cost Analysis: Entry-Level Training* (description on page 123)
- G279**     *Retrofitting Flood-Prone Residential Buildings* (description on page 123)
- G285**     *Benefit-Cost Analysis Using the Limited-Data Module: Intermediate Training* (description on page 124)
- G365.3**   *Workshop in Emergency Management: Partnerships for Creating and Maintaining Spotter Groups* (description on page 140)
- G376**     *State Hazard Mitigation Planning* (description on page 124)
- G377**     *Regional Hazard Mitigation Planning* (description on page 125)
- G379**     *Interagency Hazard Mitigation Team Training* (description on page 125)
- G393**     *Mitigation for Emergency Managers* (description on page 125)
- G434**     *Earthquake Safety Program for Schools* (description on page 126)
- G436**     *Earthquakes: A Teacher's Package for K-6* (description on page 126)
- G439**     *Seismic Sleuths: A Teacher's Package on Earthquakes for Grades 7-12* (description on page 126)

## Independent Study Courses

- IS-8**        *Building for the Earthquakes of Tomorrow: Complying with Executive Order 12699* (description on page 180)
- IS-279**     *Retrofitting Flood-Prone Residential Buildings* (description on page 187)
- IS-362**     *Multi-Hazard Emergency Planning for Schools* (description on page 190)
- IS-393**     *Introduction to Mitigation* (description on page 191)
- IS-394**     *Mitigation for Homeowners* (description on page 191)

## Preparedness and Technology Curriculum

Most of the Preparedness and Technology courses are conducted at the local and state level (see the Preparedness and Technology Non-Resident Course section).

The current Preparedness and Technology menu of resident courses focuses on radiological hazards, terrorism, and hazardous materials. Resident courses include those specific to the Radiological Emergency Preparedness (REP) program and those generic to any radiological hazard. The preparedness resident courses include emergency planning for radiological incidents, as well as skill and exercise-based courses for gathering and analyzing radiological data.

Emergency management training for schools can be found under the Mitigation curriculum.

## **Resident Courses**

### **Radiological Emergency Response Operations (RERO) (B301)**

This is a performance-based operations course where the participants learn to respond to, and manage, radiological incidents. The participants, organized as response teams, operate and make decisions in a realistic exercise environment. This includes on-scene incident assessment, radiological monitoring, radiation exposure and contamination control, accident victim rescue and care techniques, and reporting procedures. Because of the realism of the exercises, this course is physically challenging.

**Selection Criteria:** Participants must be members of an organized federal, state, local, or tribal radiological/hazardous materials response team that provides assistance to first-level responders. Personnel are assigned as hygienists, sanitarians, radiological officers, and other emergency services personnel. **This course is limited to U.S. citizens.**

**Prerequisites:**

**Required:** Successful completion of *Fundamentals Course for Radiological Response*, G320, or equivalent education and experience.

- *Radiological Emergency Response*, Independent Study course (IS-301) must be completed by all applicants.

**Recommended:** None.

**ACE Recommendation:**

**Credit Hours:** 3 hours  
**Level:** UD  
**Curriculum:** Radiological Sciences

**Course Length:** 4½ days  
**CEUs:** 3.1

### **Advanced Radiological Incident Operations (ARIO) (B302)**

This course is an advanced-level course for those individuals who need to refresh or improve skills as a radiological responder or manager. This course focuses on response plans and procedures for complex incident(s). The performance-based training concentrates on organization and jurisdictional issues and planning considerations where all levels of government may be involved in responding to an incident such as a terrorism event. This course is physically challenging.

**Selection Criteria:** Those individuals who are assigned to or are responsible for responding to and possibly managing a radiation incident. These individuals may be members of federal, state, tribal, local, and private sector response teams.

**Prerequisites:**

**Required:** Successful completion of B301, *Radiological Emergency Response Operations (RERO)* course.

**Recommended:** None.

**Course Length:** 4½ days  
**CEUs:** 3.1

### **Radiological Emergency Preparedness (REP) Exercise Evaluation (Non-Resident) Regional Delivery (L304)**

This course is for federal evaluators of nuclear power plant off-site exercises. Course topics include regulations and guidelines for evaluating exercises and the techniques for exercise evaluation.

**Selection Criteria:** Primarily federal evaluators of nuclear power plant off-site REP exercises. state, local, tribal, and utility personnel who are involved in the development of off-site REP plans and exercises also may apply.

**Prerequisites:**

**Required:** IS-331, *Introduction to Radiological Emergency Preparedness (REP) Exercise Evaluation*.

**Recommended:** None.

**ACE Recommendation:**

**Credit Hours:** 2 hours  
**Level:** G or UD  
**Curricula:** Radiological Sciences, Public Administration

**Course Length:** 3 days  
**CEUs:** 1.8

### **Radiological Emergency Preparedness (REP) Planning (E340)**

This course focuses on nuclear power plant off-site emergency preparedness. It addresses federal regulatory policies, development and testing of plans, and public perceptions. This course provides a sound understanding of basic planning assumptions and policy issues.

**Selection Criteria:** Local, state, federal, and tribal government and utility personnel involved in off-site nuclear power plant emergency planning (under the provisions of NUREG 0654/FEMA REP-1, *Criteria for Preparation and Evaluation of Radiological Emergency Response Plans and Preparedness in Support of Nuclear Power Plants*). This course is recommended for new federal/state/local/tribal REP planners and federal/state/local/tribal emergency response managers. Utility company off-site planners also may apply.

**Prerequisites:**

**Required:** None.

**Recommended:** Completion of IS-235, *Emergency Planning*.

**ACE Recommendation:**

**Credit Hours:** 2 hours  
**Level:** UD  
**Curricula:** Radiological Sciences, Public Administration

**Course Length:** 4 days  
**CEUs:** 3.1

### **Radiological Accident Assessment Concepts (RAAC) (E341)**

This course addresses radiological consequences of accidents involving radiological materials. This includes accidents or incidents involving commercial power reactors, lost sources, dispersion devices, and transportation. The focus of the course is concepts involved in formulating protective action recommendations following a radiological accident, such as dose quantities, atmospheric dispersion, dose projection, protective action guides, and derived intervention levels. Participants engage in problem-solving sessions and a tabletop exercise. **There are two required evening sessions and a final examination in this course.**

**Selection Criteria:** Enrollment is limited to local, state, and federal technical radiological accident assessment staff. Private sector (i.e., utility company) technical staff also may apply. **This course is not intended for emergency management staff.** This course requires familiarity with mathematical equations and exponential manipulations. Participants must bring a scientific calculator which they know how to use to perform the required calculations. Participants also should know how to use Microsoft Excel and the Nuclear Regulatory Commission computer code, RASCAL.

**Prerequisites:**

**Required:** Completion of the Precourse Workbook is required prior to attending the course. Course manager must review all applications prior to acceptance by admissions office.

**Recommended:** Completion of IS-301, *Radiological Emergency Response*.

**Course Length:** 4 days  
**CEUs:** 3.1

## Homeland Security Planning for Local Governments Train-the-Trainer (TTT) (E407)

This train-the-trainer prepares you to teach EMI's *Homeland Security for Local Governments* course (G408). In this TTT, you not only hear from experienced trainers who have taught the course, you will have an opportunity to team-teach one of the modules. To prepare for this, we give you an account on the NETC Virtual Campus so you can download the course materials.

**Selection Criteria:** You must be willing and able to deliver the course; be actively involved in emergency management (including, but not limited to fire, emergency medical services, public health, public works, and law enforcement); and be experienced in adult training methods.

### Prerequisites:

**Required:** Participants should have a working knowledge of emergency planning (as articulated in FEMA's Guide for All-Hazard Emergency Operations Planning), the Incident Command System and or emergency operating center operations, and adult teaching methodologies.

**Recommended:** Participation in the field version of this course (G408).

**Course Length:** 4 days  
**CEUs:** To be Determined

## Radiological Series Train-the-Trainer (TTT) (B425)

This course is designed to qualify instructors to teach the following: *Fundamentals Course for Radiological Response* (G320), *Hospital Emergency Department Management of Hazardous Materials Accidents (HMA) Radiation Incidents, Part One* (G346), and *Department of Energy MERRTT Training*. The course includes background information on the radiological protection system, the management

plan for the Radiological Training Series (the TD-100 publication), and all courses of the Radiological Training Series. Micro-teaching is a major objective of this course.

**Selection Criteria:** Instructors identified by the state as part of a cadre of radiological instructors who teach the *FCRR*, *HMA*, and *DOE MERRTT* materials.

### Prerequisites:

**Required:** None.

**Recommended:** Completion of the *Fundamentals Course for Radiological Response* (G320). Completion of *Instructional Delivery Skills* (G265) or an adult education methods course or equivalent is recommended.

### ACE Recommendation:

**Credit Hours:** 2 hours  
**Level:** UD  
**Curricula:** Radiological Science  
 Education, Education  
 Technology

**Course Length:** 4 days  
**CEUs:** 3.1

## Incident Command System (ICS) Curricula Train-the-Trainer (TTT) (E449)

This course prepares participants to deliver EMI's I-300, *Incident Command System (ICS), Intermediate*, I-400, *Incident Command System (ICS), Advanced*, and the *ICS/EOC Interface Workshop* (G191).

**Selection Criteria:** Participants must have a working knowledge of ICS through experience and/or training, be experienced in adult training, and agree to deliver the field version(s) of EMI's ICS curricula.

### Prerequisites:

**Required:** I-100, I-200, and IS-700.

**Recommended:** I-300 and 400 (NWCG course is not acceptable).



**NOTE:** Persons who previously completed E449 can deliver EMI's revised ICS curriculum without repeating E449.

**Course Length:** 4½ days  
**CEUs:** 3.1

## **Hospital Emergency Response Training (HERT) for Mass Casualty Incidents (MCI) Train-the-Trainer (TTT) Course (B461)**

The *Hospital Emergency Response Training (HERT) for Mass Casualty Incidents (MCI) Train-the-Trainer (TTT) Course* is designed to provide guidance to hospitals, EMS, health care facilities, and citizens who may become involved in a MCI as a result of a hazardous materials incident (HMI) or a weapons of mass destruction (WMD) event. Unlike many courses of this nature, the HERT/MCI expands on the hospital incident management system (HIMS), addresses chemical protective clothing and equipment (CPC&E) requirements, and presents guidance for HERT design, development, and training. This course prepares HERT to conduct safe and effective emergency response during MCI. This is a hands-on course. Participants must be physically and psychologically fit to wear CPC&E (level C ensemble) during the training.

**Selection Criteria:** This is a TTT course to be conducted by EMI at the Noble Training Center in Anniston, Alabama. This is a 4.5-day course focusing on the hospital's role outside of the emergency department (ED). Doctors, nurses, physicians, security personnel, and other hospital staff who would make up their HERT should attend this course. The course will provide hospitals and healthcare facilities with all the information and skills they need to go back to their facilities and develop and train their own HERTs. The HERT/MCI course could be presented as a stand-alone program without the tabletop scenarios and hands-on exercises in a 2½-day format. Off-site offerings of the HERT/MCI TTT course (4-day format) are also possible.

### **Prerequisites:**

**Required:** Participants are required to have completed EMI's IS-195, *Basic ICS* course (HEICS or an equivalent Basic ICS course), and IS-346, *An Orientation to Hazardous Materials for Medical Personnel*, before applying for acceptance into this program. Any Hazardous Materials (HazMat) or WMD training at the Awareness or Operations Levels under 29 CFR 1910.120 (q)(i)&(ii); or the Office of Domestic Preparedness (ODP) can be used as a substitute for the IS-346 HazMat prerequisites for the course.

**Recommended:** None.

**Course Length:** 4 days  
**CEUs:** 3.1

**NOTE:** This course is designed to provide hospitals and health care facilities with the information, training materials, and skills they will need to return to their facilities to develop and train their own HERTs in compliance with OSHA 3152 "Hospitals and Community Emergency Response—What You Need to Know," dated 1997, the "CDC Recommendations for Civilian Communities Near Chemical Weapons Depots: Guidelines for Medical Preparedness," *Federal Register* 60 (123): 3308-June 27, 1995 and the Homeland Security Presidential Directive/HSPD-8, Subject: National Preparedness, paragraph (2)(d), dated December 17, 2003.

## **Continuity of Operations (COOP) Program Managers Train-the-Trainer (TTT) Course (E/L/B548)**

This course is designed to acquaint experienced COOP practitioners and instructors with the Continuity of Operations (COOP) Managers course materials. The objectives include—defining COOP, explaining the benefits of a viable COOP program and plan, identifying elements of a viable COOP program, identifying processes, resources, and tasks necessary to implement and manage a successful COOP program. The course will also refresh

experienced instructors on instructional methodology and techniques.

**Selection Criteria:** The COOP Program Managers TTT course is designed for public sector staff with responsibility for managing their COOP effort. Others who are integral to the COOP planning process may also take the course.

**Prerequisites:**

**Required:** Participants must have knowledge of COOP programs, the Federal Preparedness Circular 65, "Federal Executive Branch Continuity of Operations," and be experienced instructors.

**Recommended:** IS-547, *Introduction to Continuity of Operations (COOP)*.

**Course Length:** 3 days  
**CEUs:** 1.8

## Emergency Management Framework for Tribal Governments (E580)

This course provides tribal leaders with a basic understanding of emergency management principles and their role in leading and directing their Tribes in implementing comprehensive emergency management systems.

Specific topics include:

- Federal, state, tribal, and local partnership in emergency management.
- Getting a program started.
- Concept of emergency management and the four phases.
- Definition and analysis of hazards.
- Resources for emergency management available at the tribal, state, and federal level, as well as from the private sector.
- Developing an emergency operations plan.

- Comprehensive emergency management, its elements, and the appropriate role taken by the emergency manager.
- Meeting the challenges for upgrading and sustaining emergency management capabilities.

**Selection Criteria:** Tribal government officials who can lead and direct their jurisdictions in implementing comprehensive emergency management systems.

**Course Length:** 4 days  
**CEUs:** 3.1

## Emergency Management Operations for Tribal Governments (E581)

The goal of the *Emergency Management Operations for Tribal Governments* course is to identify tribal organizational structures, operational procedures, and resources for effective emergency management operations.

Specific topics include:

- Organizing and selling an all-hazards emergency management program to stakeholders.
- Legal authorities for conducting emergency management programs in response, recovery, mitigation, and preparedness.
- Directing and controlling operations using the National Incident Management System (NIMS) concepts and principles.
- Inventorying and assigning first responder primary and secondary roles to carry out coordinated response efforts.
- Identifying communication assets and resolving the interoperability issue.
- Implementing effective warning, alert, and notification systems with emphasis on addressing the needs of special populations.
- Getting the word out during times of disaster to ensure the public has accurate, timely, and useful information.

- Educating the public through pre-disaster outreach programs.
- Coordinating and ordering evacuations to ensure the public is safe from disaster.
- Opening and operating mass care and sheltering facilities to provide for victims.
- Mobilizing and managing health, medical, and environmental services.
- Establishing authorities and organizational structure to effectively manage resources.
- Protecting, repairing, and restoring critical infrastructure.
- Developing and writing standard operating procedures for the support functions.

As a culminating activity, participants will develop and present written proposals to get buy-in from their stakeholders to start a new emergency management program or improve an existing one.

**Selection Criteria:** Tribal emergency managers, tribal government officials, and other authorized tribal representatives responsible for leading, directing, and coordinating tribal emergency management operations.

**Prerequisites:** Successfully completed E580, *Emergency Management Framework for Tribal Governments* or have key responsibility for writing and updating the community's all-hazards emergency operations plan.

**Course Length:** 4 days  
**CEUs:** 3

## **Non-Resident Courses**

Non-resident courses are offered by the state training offices. To find out more information about these courses, please contact your state office (phone numbers and addresses are listed in this catalog on page 203).

The Emergency Management Institute offers a number of training activities that develop operational capabilities and facilitate an effective response when an emergency occurs. Much of this preparedness training supports the requirements of chief executives and top-level, appointed emergency management officials. Public officials are responsible for protecting the lives and property of their constituents at all times. Yet, it is the emergency management professional on whom chief executives must depend for developing and maintaining emergency response capabilities on a day-to-day basis, as well as for providing sound advice and proper resource support during a period of crisis. This team relationship is critical for smooth, quick decision making and coordination during a community emergency. Preparedness courses provide both orientation and insight into emergency responsibilities including the development of emergency plans, facilities, and appropriate public policies.

EMI offers courses that facilitate public policy formulation, technical skill building, and effective planning measures at federal, state, local, and tribal levels of government. Such courses, seminars, and workshops address preparedness issues including continuity of government, radiological preparedness, hazardous materials, and the Chemical Stockpile Emergency Preparedness Program.

Some of the training is specific and technical, while other topics are designed to stimulate proactive policy level decision making. The many resident and non-resident training activities included in the Preparedness and Technology Curriculum provide specialized training and information needed by federal, state, local, and tribal government staffs and selected representatives from the private sector (business and industry).

## EMI's Incident Command System Curriculum

EMI has redesigned and aligned its ICS curriculum according to the National Incident Management System (NIMS).

- I-100 *Introduction to Incident Command System (ICS)*
- I-200 *Basic Incident Command System (ICS)*
- I-300 *Intermediate Incident Command System (ICS)*
- I-400 *Advanced Incident Command System (ICS)*

The 100- and 200-level courses are available in both a Web-based Independent Study format and as a classroom-delivered course. These entry-level ICS courses are suitable for persons working in an ICS environment. These materials are located on EMI's Virtual Campus at: [www.training.fema.gov](http://www.training.fema.gov).

The 300- and 400-level courses are classroom-based multidiscipline or multijurisdiction courses intended for persons with supervisory responsibilities, such as the incident commander or planning section chief.

## Incident Command System/Emergency Operations Center (ICS/EOC) Interface (G191)

This 1½-day course works best when delivered to Incident Command System and Emergency Operations Center personnel from the same community. The course provides an opportunity for participants to begin developing an ICS/EOC interface for their community. The course reviews ICS and EOC responsibilities and functions and depends heavily on exercises and group discussions to formulate the interface.

**Selection Criteria:** Participants should be teams from a community's ICS and EOC personnel.

### **Prerequisites:**

**Required:** None.

**Recommended:** IS-195, *Basic ICS*.

## Incident Command System (ICS) for Public Officials' Conference (G194)

The 1½-hour conference is designed as a briefing for elected and appointed policy level officials. This conference focuses on providing public officials with an awareness of ICS as an effective management tool which can be adopted in managing emergency situations.

**Selection Criteria:** Elected and appointed policy level officials.

### **Prerequisites:**

**Required:** None.

**Recommended:** IS-195, *Basic ICS*.

## Public Officials' Conference (1 day) (G200)

This conference for a city/county provides an orientation to the federal, state, and local partnership in emergency management. FEMA programs are related to state and local needs and activities. Participants learn how to use such programs effectively to meet responsibilities. They also share information that would enhance emergency management at all levels of government and discuss specific community preparedness capabilities.

**Selection Criteria:** Elected and appointed officials, private association leaders, and private disaster and emergency relief officials.

## Workshop: Emergency Management (WEM) (G250)

This special workshop deals with specific emergency management activities and problems. It is intended to cover nonadministrative, innovative, or situational emergency management training subjects that may normally confront local directors. It does not replace any current course or segments of courses. The following workshop modules are available for use in conducting WEM workshops.

### **Workshop: Amateur Radio Resources (G250.6)**

This 3- to 4-hour workshop is designed to provide state and local elected officials, emergency managers, and other public officials an understanding of how these volunteer communication groups can help in supplementing telecommunication and warning systems.

**Selection Criteria:** State and local elected officials, emergency managers, and other public officials.

### **Senior Officials' Workshop: Preparedness and Response for Terrorist Incidents (involving nuclear, biological, and chemical agents) (G250.12)**

This 4-hour course focuses on the roles and responsibilities of community senior officials in preparing for, responding to, and recovering from terrorist attacks. It is the revised version of the course originally offered by the Department of Defense as part of the Domestic Preparedness Program.

This workshop has an optional tabletop exercise.

**Selection Criteria:** Elected and appointed community officials.

### **Hazardous Weather and Flood Preparedness (G271)**

The National Weather Service (NWS) and FEMA developed this course with input from many states and local emergency managers. It is intended to help to promote a more proactive response to weather and flooding hazards through close coordination between emergency management and NWS. This course covers:

- how the basic elements of weather can combine to create potential hazards in an area;
- weather forecast products and how to interpret them;

- And anticipating hazardous weather for planning, warning, and response purposes.

**Selection Criteria:** Local and state emergency managers who respond to hazardous weather events.

### **Warning Coordination (G272)**

This 1½-day field course is the latest in the hazardous weather series of courses produced in partnership with the National Weather Service (NWS). It is designed to be conducted jointly by NWS warning coordination meteorologists and state emergency management staff for an audience of local emergency managers.

Every year the United States experiences more severe weather than any other country in the world. In order to reduce deaths, injuries, and property losses, emergency managers must work closely with the NWS and the news media to provide effective warnings that can be received and understood by people at risk. This course is intended to help facilitate that process.

Course topics include The Social Dimensions of Warning Response; Developing Effective Warning Messages; Developing an Effective Community Warning Process; and working with the news media to create a Weather Warning Partnership. In addition to lecture and discussion, the course includes case studies, exercises, and an opportunity for interaction with representatives of the local news media.

**Selection Criteria:** Intended for local emergency managers.

### **Emergency Operations Center (EOC) Management and Operations (G275)**

This 3-day course provides participants with the knowledge and skills to effectively manage and operate an EOC during crisis situations. The course covers locating and designing an EOC, how to staff, train, and brief EOC personnel, and how to operate an EOC during various situations. It is modular so that it is flexible to meet various jurisdictions' needs.

**Selection Criteria:** State and local individuals responsible for developing, staffing, managing, and operating an EOC. Other EOC staff are encouraged to attend.

**Prerequisites:**

**Required:** Successful completion of IS-275, *The Emergency Operations Center's Role in Community Preparedness, Response, and Recovery Operations*.

**Recommended:** None.

## Resource Management (G276)

This 2-day course provides participants with the knowledge and skills to effectively identify, develop, and manage a resource management system. The course covers aspects of how to tap into little used resources, how to develop and manage a system to better manage scarce public and private sector resources in a crisis situation, and how to ask for help (the videotape and facilitator's guide for G270.1, *Asking for Help*, has been incorporated into this course).

**Selection Criteria:** State and local individuals responsible for effectively developing and managing a resource management system within the EOC or Incident Command System (ICS).

**The course received the Outstanding Technology Branch Training Program award for 1993-1994 from the Potomac Chapter of the International Society for Performance and Instruction.**

## Incident Command System (ICS), Intermediate, I-300 (G300)

This course covers Organization and Staffing, Organizing for Incidents and Events, Resource Management, and Air Operations.

**Course Topics:**

- ICS staffing and organization, including reporting and working relationships and information flow
- Transfer of command

- Unified Command functions in a multijurisdictional or multiagency incident
- ICS forms
- Resource management
- Interagency mission planning and procurement

**Selection Criteria:** Persons with ICS supervisory positions.

**Prerequisites:**

**Required:** I-100 and I-200.

**Recommended:** None.

## Introduction to Hazardous Materials Preparedness (G301)

This 5- to 6-hour, 2-module course provides an introduction to hazardous materials concepts and practices. It is predicated on participants' mastery of the hazardous materials Independent Study course (IS-5) prior to enrollment. It covers basic principles of preparedness, the role of local communities, and the hazards presented by chemicals in transportation or fixed-site threats. Each participant must be familiar with IS-5 principles before enrolling in this class.

**Selection Criteria:** State and local personnel with a responsibility for hazardous materials.

**Prerequisites:**

**Required:** Completion of IS-5, *Hazardous Materials: A Citizen's Orientation*.

**Recommended:** None.

## Weapons of Mass Destruction Courses (G310)

This series of facilitator-led courses is intended to help senior local government officials prepare for and improve their ability to manage and respond to mass casualty terrorism incidents involving the use of Weapons of Mass Destruction (WMD). Each course has the same five objectives and each uses a different scenario

to enable participants to accomplish them. The objectives are stated below.

At the completion of the training, local government officials should be able to:

- Exercise greater leadership in preparing for and managing response to WMD mass casualty terrorism incidents through a better understanding of their jurisdiction's response capabilities.
- Analyze the appropriateness of plans, policies, procedures, and other preparedness elements currently in place to respond to and recover from a mass casualty terrorist incident.
- Determine the adequacy and the level of training of jurisdictional disaster and emergency management staff.
- Determine the adequacy of the jurisdiction's resources (e.g., personnel, materials, and personal protective and other equipment) for response and recovery from a mass casualty incident.
- Identify the coordination requirements among local, state, and federal governments for response to WMD terrorist incidents.

There are no Student Manuals; the facilitator must tailor the course for the specific community.

- G310.1**     *Weapons of Mass Destruction:  
Nuclear Scenario*
- G310.2**     *Weapons of Mass Destruction:  
Radiological Scenario*
- G310.3**     *Weapons of Mass Destruction:  
Chemical–Sarin Scenario*
- G310.4**     *Weapons of Mass Destruction:  
Chemical–Vx Scenario*
- G310.5**     *Weapons of Mass Destruction:  
Biological–Anthrax Scenario*
- G310.6**     *Weapons of Mass Destruction:  
Suicide Bomber Scenario*

**Selection Criteria:** The following is a list of recommended participants, but it is not all-inclusive.

**Core Recommended Audience:** Chief elected/appointed officials; fire chiefs; sheriffs; police chiefs; directors, emergency services; directors, public works; directors, public health and safety; public information officers, chief financial officers, legal counsel, chief medical examiner/coroners, and communications directors. **Other Possible Participants:** transportation authority (port authority, airport authority, and/or area transportation authority, etc.\*); evacuation coordinators;\* mass care coordinators;\* resource managers; chiefs, animal care and control agency; warning coordinators; coordinator of volunteer organizations; directors, emergency medical service (EMS); directors, hazardous materials team (HMT);\* state and/or federal representatives, as appropriate;\* area military representative;\* National Guard representatives; Department of Energy (DOE) representatives; Federal Bureau of Investigation (FBI) representatives;\* Centers for Disease Control (CDC) representatives; Environmental Protection Agency (EPA) representatives; U.S. Coast Guard (USCG) representatives; and representatives of neighboring jurisdictions.

*\* The target audience with an asterisk must be invited (if they are available).*

**Prerequisites:**

**Required:** The course is designed with the following assumptions about participation:

1. The city or county conducting the course has an emergency operations plan (EOP) and Standard Operating Procedures (SOPs).
2. The participants know and understand their roles and responsibilities, as defined by their EOP; are trained in their areas of expertise; and know their jurisdiction.

**Recommended:** None.

## **Hazardous Materials Contingency Planning (G311)**

This 4½-day course is for emergency management personnel responsible for hazardous materials planning and coordination. It covers emergencies including transportation, use,

storage, and disposal of hazardous materials and episodic releases of air-toxic chemicals from fixed-site facilities. Emphasis is placed on interagency cooperation and the identification of technical assistance that is available. Topics include local, state, and federal mechanisms to assist in planning and response, tactical requirements, hazardous materials characteristics, and regulatory compliance. This course is co-sponsored by the Environmental Protection Agency, the U.S. Department of Transportation, and FEMA.

**Selection Criteria:** Open to all officials responsible for public policy and strategic planning and response.

## Radiological Instructors

States select a cadre of instructors who become qualified to teach radiological monitors and radiological response teams. These instructors could be key local staff, such as fire department instructors, emergency managers, radiological officers, state radiation control agency representatives, and others. Radiological instructors obtain qualification by successfully completing the following program of Non-Resident and Resident study:

IS-3, *Radiological Emergency Management*,

G320, *Fundamentals Course for Radiological Response*,

IS-301, *Radiological Emergency Response*,

IS-302, *Modular Emergency Radiological Response Transportation Training (MERRTT)*, and

IS-330, *Refresher Course for Radiological Response*.

We encourage these instructors to attend B301, *Radiological Emergency Response Operations (RERO)* also.

## Fundamentals Course for Radiological Response (G320)

This 3-day performance-based (hands-on) course for state and local radiological response team

members covers the concepts of radiation protection, radiation detection instruments, radiological monitoring techniques, radiological hazards and protective actions, team-building, and basic procedures to support planning/response for emergency and recovery activities in the event of a radiological incident. The course covers all types of radiological hazards from fixed facility to transportation to WMD. This course is designed so that modules may be conducted separately and adapted to specific audience needs and requirements.

**Selection Criteria:** State and local government radiological response teams and newly assigned hazardous materials response team members.

### Prerequisites:

**Required:** IS-3, *Radiological Emergency Management*.

**Recommended:** None.

## Hospital Emergency Department Management of Hazardous Materials Accidents (HMA) (G346)

This 1-day course introduces medical personnel to the procedures for handling radiation and other hazardous materials accident victims in the hospital environment. The goal is to enable participants to provide prompt and appropriate care for hazardous materials/radiological accident victims while minimizing exposure and preventing the spread of contamination. Part 1 concentrates on radiation accidents whereas part 2 covers other hazardous materials incidents.

**Selection Criteria:** Physicians, nurses, and others who provide emergency medical services in hospitals.

### Prerequisites:

**Required:** Successful completion of IS-346, *Orientation to Hazardous Materials for Medical Personnel*.

**Recommended:** None.



## Who's in Charge Here?: Exercising Leadership in an Emergency or Disaster (G351)

The purpose of this 6-hour course is to prepare local elected government officials to lead and direct their jurisdiction in implementing comprehensive emergency management systems.

At the conclusion of the course, participants will be able to:

- Exercise greater leadership in an emergency through a better understanding of their roles and responsibilities;
- Develop emergency management policies and procedures for emergency management activities and implement necessary policies and procedures to respond to and recover from a disaster;
- Initiate appropriate emergency management actions during a disaster;
- Negotiate through the intergovernmental response system to obtain the required resources and assistance in an emergency;
- Maximize gains for disaster recovery assistance through appropriate contacts and knowledge of available resources;
- Understand the partnership among federal, state, and local governments;
- Establish relationships and partnerships with other agencies and organizations (i.e., profit, not-for-profit, and business and industry) for effective emergency management response and recovery outcomes; and
- Take actions to ensure citizen satisfaction during a disaster and build credibility before a disaster.

**Selection Criteria:** Local elected officials (i.e., mayors, etc.).

## Emergency Response to Criminal and Terrorist Incidents (G357)

The primary goals of this course include increasing safety by describing hazards that may exist at crime scenes, enhancing evidence preservation and rescue efforts and fostering cooperative working relationships among all

responders through role and responsibility clarification. The course uses a combination of instructor-led discussions and video presentations and concludes with an exercise.

**Selection Criteria:** The audience for this 6- to 8-hour course consists of persons who will respond to a criminal or terrorist event. This course is a joint training effort that includes firefighters, emergency medical services, law enforcement, public works, and others with emergency management responsibility from a local community. It is recommended that this course be taught to groups from the same jurisdiction for maximum benefit.

## Evacuation and Re-entry Planning Course (G358)

This 12-hour course is designed to provide participants with knowledge and skills needed to design and implement an evacuation and re-entry plan for their jurisdictions. It uses a community's vulnerability analysis and evacuation plan. It also addresses evacuation behavior and recommends methods to make evacuation and re-entry more efficient.

This course **does not address** the decision to evacuate or re-enter.

**Selection Criteria:** The persons responsible for planning, implementing, and carrying out evacuations within a jurisdiction must attend this course as a team. This includes, but is not limited to, local and state government emergency program managers, emergency planners, and response personnel.

## Hurricane Readiness Workshop (G360)

This 2-day course is designed to assist state and local planners responsible for developing or revising emergency operations plans and procedures. The course provides methods and techniques for using the latest information from Hurricane Evacuation Studies and other sources in planning response operations before and after a hurricane.

**Selection Criteria:** Members of state and local planning teams from jurisdictions covered by a completed Hurricane Evacuation Study.

### **Workshop: Partnerships for Creating and Maintaining Spotter Groups (G365.3)**

This 5-hour workshop emphasizes the valuable service that spotter groups provide to protect lives during hazardous weather and flooding. This activity is intended to promote the creation and enhancement of spotter groups across the country. It includes a wide variety of tools and approaches to help make spotter groups a key part of effective community warning systems. This workshop should be delivered jointly by emergency management and National Weather Service staff.

**Selection Criteria:** State and local emergency managers and National Weather Service staff.

### **Mass Fatalities Incident Response (G386)**

This course prepares local and state response personnel and other responsible agencies and professionals to handle mass fatalities effectively and to work with the survivors in an emergency or disaster.

**Selection Criteria:** The course is designed for a wide audience, encompassing the range of personnel with a role to play in mass fatality incidents. Coroners, medical examiners, funeral directors, heads of first response agencies (fire, police, EMS, etc.) planners, and emergency management coordinators will benefit from this course.

### **Incident Command System (ICS), Advanced, I-400 (G400)**

This course expands upon the material covered in I-100 through I-300. I-400 focuses on large single-agency and complex multi-agency/multijurisdictional incident response. The course addresses area command and staff issues, as well as the planning, logistical, and fiscal

considerations associated with complex incident management and interagency coordination.

Course Topics:

- Command and General Staff
- Deputies and assistants
- Unified Command
- Organizational relationships between Area Command, Unified Command, Multi Entity Coordination Systems, and Emergency Operations Centers (EOCs)

**Selection Criteria:** Persons expected to perform in a management capacity in an area command/complex incident environment.

**Prerequisites:**

**Required:** I-100, I-200, and I-300.

**Recommended:** None.

### **Homeland Security Planning for Local Governments (G408)**

This course teaches participants to evaluate, revise, or develop a homeland security appendix to their jurisdiction's existing Emergency Operations Plan (EOP). The course addresses such key issues as vulnerability analysis and command and control for homeland security events. In keeping with recommendations of the Gilmore Commission, this course builds on existing emergency response systems as articulated by the local EOP.

**Participants must bring a current copy of their EOP and a map of their jurisdiction to the training.**

This course supplements EMI's Emergency Planning Workshop.

**Selection Criteria:** Ideally, Local Emergency Planning Teams that include one person from: emergency management; public works; law enforcement; fire service; public health/medical service.

**NOTE:** While this course targets local governments, state personnel involved with assisting local planners are encouraged to apply.

**Prerequisites:**

**Required:** Participants should have a working knowledge of emergency planning (as articulated in *FEMA's Guide for All-Hazard Emergency Operations Planning*), the Incident Command System, and or EOC operations.

**Recommended:** None.

**Course Length:** 3 days  
**CEUs:** 3.2

### **Continuity of Operations (COOP) Program Manager Course (G549)**

This course is designed for public sector staff with responsibility for managing their agency/office COOP effort. Others integral to the COOP planning and program management may also take the course.

The course objectives include defining COOP, explaining the benefits of a viable COOP program and plan, identifying processes, resources, and tasks necessary to implement and manage a successful COOP program.

**Selection Criteria:** Public sector staff with responsibility for managing their agency/office COOP effort. Others integral to the COOP planning and program management may also take the course.

**Prerequisites:**

**Required:** None.

**Recommended:** IS-547, *Introduction to Continuity of Operations (COOP)*.

**Course Length:** 2 days  
**CEUs:** 1.2

## **CHEMICAL STOCKPILE EMERGENCY PREPAREDNESS PROGRAM**

### **CHEMICAL STOCKPILE EMERGENCY PREPAREDNESS PROGRAM (CSEPP) TRAINING COURSES**

Ten states are part of the Chemical Stockpile Emergency Preparedness Program: Alabama, Arkansas, Colorado, Illinois, Indiana, Kentucky, Maryland, Oregon, Utah, and Washington.

These courses are not available for the general public. Only federal, state, and local personnel having CSEPP or WMD responsibilities may find these materials useful.

Training materials, job aids, and the CSEPP training plan can be downloaded from the CSEPP Web site at:

**[http://www.ornl.gov/emc/cseppweb/  
femacsepphome.html](http://www.ornl.gov/emc/cseppweb/femacsepphome.html)**

CSEPP videos and CD-ROMs may be obtained through your CSEPP State Training Officer or may be purchased through the National Technical Information Service Web site at:

**<http://www.ntis.gov>**

### **Personal Protective Equipment (PPE) (G901)**

**This course is designed to be presented as an independent course or as part of the ACT FAST course.**

This 4- to 6-hour course is designed to initiate emergency workers to the proper way to protect persons from contamination by donning PPE; removing potentially contaminated PPE without contaminating the wearer; recognizing the limitations of PPE; knowing when and how to use chemical detector kits; and knowing state and local work rules, policies, and procedures, as well as those used by CSEPP.

**Selection Criteria:** This course is designed to prepare personnel to perform the functions identified in Appendix L on Personal Protective Equipment for the CSEPP Planning Guidance and Standards: program participants, decontamination personnel, and emergency medical personnel.

**Prerequisites:**

**Required:** None.

**Recommended:** The *ACT FAST* course.

## CSEPP JIC Advisor (G902)

This computer-based training (CBT) program is designed to be used as a Joint Information Center (JIC) familiarization and refresher course. It also contains a site-specific resources catalog that can be used by public affairs personnel in time of an emergency. The program is designed to provide CSEPP Emergency Public Information (EPI) in a manner that is structured, learner-controlled, easily accessible, and maintainable. It can be used to guide EPI personnel through information that assists the learner in integrating and applying new information so that it can be transferred from the learning environment to emergency response.

The CSEPP CBT program's learning experience is presented through five components: an information component; a scenario component; a reference system component; and a CBT support component.

This program is designed to be self-paced and can be used by individuals within a work setting.

**Selection Criteria:** Individuals selected through FEMA region and state.

**Prerequisites:**

**Required:** None.

**Recommended:** *JICsaw III* course.

## CSEPP Spokesperson Training (G903)

This 8- to 16-hour course is designed to develop in nonpublic affairs personnel the ability to successfully convey accurate and concise information to the media in a chemical (CSEPP) emergency.

The class covers:

- The function of the media today
- Media concerns
- Broadcast vs. print
- Being part of the message and message content
- On-camera actions and appearance
- Spokesperson responsibilities
- News conferences

The program consists of classroom instruction, group instruction, and one-on-one on-camera training. Portions of the class also focus on the relationship of the Joint Information Center and System to the successful dissemination of information during an emergency.

**Selection Criteria:** CSEPP specific. Funded by the U.S. Army Soldier and Biological Chemical Command (SBCCOM).

**NOTE:** *The length of the class is determined by the number of participants.*

## CSEPP Chemical Awareness (G904)

This 8-hour course is designed to familiarize participants with the chemical stockpile and its components, the Chemical Stockpile Disposal Program (CSDP), and the Chemical Stockpile Emergency Preparedness Program (CSEPP). Participants will be able to recognize chemical agent characteristics, signs and symptoms of agent exposure, and how to avoid contact with agents in an off-site incident involving the accidental release of one or more chemical agents (nerve agents, such as Vx, GA, GB; and blister agents such as sulfur mustard).

Specifically, at the end of this training program, the participant should be able to describe the types of chemical agents stored in each location, describe the major emergency planning steps for protecting people in the event of a chemical incident, describe how to avoid contact with chemical agents, and describe the effects of weather and terrain on the movement of chemical agents.

**Selection Criteria:** This course is designed for people engaged in planning for emergency response in the event of a chemical agent incident under the CSEPP.

### **ACT FAST (Agent Characteristics Toxicity—First Aid and Special Treatment) (G905)**

This 8-hour course is designed to prepare emergency medical personnel to recognize and provide first response treatment to persons accidentally exposed to nerve and blister agents. The objective of this training program is to prepare participants to respond to an off-installation scene involving an accidental release of one or more chemical agents (nerve agents, such as Vx, GA, GB; and blister agents, such as sulfur mustard).

Specifically, at the end of this training program, the participant should be able to describe the potential hazards of nerve and blister agents; (what they are, how they spread, and how they work to identify the signs and symptoms of nerve and blister agent exposure) and to describe the initial first-aid treatment for victims of nerve and blister agents.

**Selection Criteria:** This course is designed to prepare participants to respond to an emergency situation involving an accidental release of nerve or blister agent. The focus is pre-hospital treatment—providing treatment at the scene and during transportation to the hospital. Although anyone who performs emergency medical duties can use the information provided in this course, it is especially designed to meet the needs of those who are likely to be the first on scene: emergency medical technicians, police, fire department personnel, paramedics, ambulance operators, and nurses.

#### **Prerequisites:**

**Required:** None.

**Recommended:** CSEPP Chemical Awareness course (G904).

### **Response Phase Decontamination (G906)**

**This course is designed to be presented as an independent course or as part of the ACT FAST course.**

Decontamination should be considered an integral part of the necessary planning for emergency response. Adherence to the response phase decontamination guidelines will reduce the potential for injury and save lives during the emergency response phase immediately following a significant agent release. Decontamination (decon) of people exposed to a chemical agent must begin in the first stages of response, possibly concurrently with the implementation of protective actions. Independent modules (each requiring 1-2 hours) have been developed covering performing self- and buddy decon; decon station procedures; decon by emergency medical personnel; and a planner's checklist for use in planning for decon within the CSEPP framework.

**Selection Criteria:** This course is designed to prepare personnel to perform the functions identified in Appendix L on Response Phase Decontamination for the CSEPP Planning Guidance and Standards: program participants, decon station personnel, and emergency medical personnel.

#### **Prerequisites:**

**Required:** None.

**Recommended:** CSEPP Chemical Awareness or ACT FAST course should be completed before this course.

## Use of Auto-Injectors by Civilian Emergency Medical Personnel to Treat Civilians Exposed to Nerve Agent (G907)

**This course is designed to be presented as an independent course or as part of the ACT FAST course.**

This 3-hour course is designed to prepare participants to identify antidotes to be administered in the event of nerve agent exposure, identify the conditions under which antidote auto-injectors should be used, demonstrate the use of the antidote auto-injectors, and recognize adverse reactions to the use of the antidotes.

**Selection Criteria:** This course is designed to prepare those persons called upon to respond to an emergency situation involving an accidental release of nerve agent who are allowed, under pertinent state laws and regulations, to administer drugs. May include emergency medical technicians, paramedics, and nurses.

### **Prerequisites:**

**Required:** The ACT FAST course.

**Recommended:** None.

## Joint Information Center/Joint Information System (JICsaw III) (G908)

This course is 16 to 24 hours depending on the presentation. The *JICsaw III* course is an updated and expanded version of the original CSEPP *Joint Information Center/System (JIC/JIS)* course. The *JICsaw III* course describes how to plan for and implement a successful multiagency emergency information program.

*JICsaw III* is a 3-day, comprehensive, modular package designed to provide your staff with a basic foundation in the concept, goals, focus, functions, organizational structure, and facility of the JIC. It is a generic foundation on which each site can build or enhance its site-specific JIC/JIS plans and procedures and strengthen its team. The course concludes with an enhanced JIC

demonstration using a scenario that tests JIC play with realistic activity. The *JICsaw III* course consists of 2 days of classroom instruction and a 1-day exercise.

**Selection Criteria:** This course is designed for people whose duties during an emergency response to a CSEPP chemical agent incident will require them to perform their jobs in the Joint Information Center.

### **Prerequisites:**

**Required:** For background, the *Chemical Awareness* course should be taken before attending this course. For PIOs, the *Basic Public Information Officers* course (G290) must be taken prior to attending the *JIC/JIS* course.

**Recommended:** None.

## Technical Planning and Evaluation (G909)

An accident involving chemical agents could be a rapidly occurring event with no time for detailed analysis—it would require an immediate emergency response. In order to provide such a response, as much decision making as possible regarding protective action strategies should be completed during the response planning phase. Then the decisions made can be implemented in case of an accident. Protective action strategies are sets of pre-planned responses to different emergency situations that are developed using a variety of planning tools. After the strategies have been defined, a decision making process can be developed for selecting the appropriate strategy in an emergency.

This computer-based, self-paced course is designed to identify the physical and chemical properties of chemical agents that are important to the protective action decision making process and how these relate to developing protective action strategies; to identify the potential human health effects of chemical agents that are important to the protective action decision making process and how these relate to developing protective action strategies; to define and illustrate the concepts of exposure, dose, and risk, and show how these relate to the protective action decision making process; to list the basic

function of models and describe their use in planning; to list and describe the specific planning tools developed within CSEPP for protective action planning; and to define evacuation and sheltering as protective actions for CSEPP.

Specifically, at the end of this training program the planner will be able to use the information and concepts discussed in the CSEPP Planning Guidance to develop local protective action strategies. By completing a detailed case study requiring development of strategies for responding to a set of specified conditions, the planner will use the CSEPP emergency decision making process just as it is to be used on the job: first identifying critical information required to make the decision, then identifying the affected portion of the emergency planning zone, and finally identifying the protective action strategy to be implemented.

**Selection Criteria:** This course is designed for those responsible for developing protective action plans for CSEPP chemical accidents, as well as for those who want an overview of the planning process and the tools used in developing protective action plans.

**Prerequisites:**

**Required:** Completion of the *CSEPP Chemical Awareness* course is a prerequisite for taking this course. This course also requires, as a minimum, a 286 DOS-based machine with 4 Megs of memory running Windows 3.0 or 3.1. Basic computer skills are a requirement for the participant running actual models as required in the workbook portion and are suggested for the participant seeking an overview and not participating in the model exercises.

**Recommended:** None.

## **Techniques for CSEPP Program Instructors (G910)**

This course is designed to familiarize instructors of the Chemical Stockpile Emergency Preparedness Program with: the adult learning process, the characteristics and responsibilities of an effective instructor, the five methods of instruction, presentation techniques including the

use of voice and body language for effective communication, the four-step process for dealing with resistance, the use and misuse of questions, the use of instructional aids, and the importance and use of evaluation.

**Selection Criteria:** This course is designed for people whose duties include conducting CSEPP-specific training.

## **Chemical Stockpile Emergency Preparedness Program Videos**

### **Chemical Stockpile Agent Characteristics and Effects**

This video is designed to accompany the *Agent Characteristics and Toxicology First Aid and Special Treatment* (known as the ACT FAST) classroom-training course. The video has coupled adult learning principles with exemplary video techniques to produce a program that teaches sophisticated information about chemical warfare agents in a manner every adult, not only those involved in CSEPP, can understand. Although designed for use in FEMA's technical training courses for state and local CSEPP personnel, the material presented will help all emergency workers responsible for protecting U.S. citizens in the event of a chemical warfare agent release.

### **Re-Act FAST/Re-Act FAST II (Refresher on Agent Characteristics and Toxicology First Aid and Special Treatment)**

This video was designed for CSEPP as a refresher course to prepare emergency workers to recognize and provide initial treatment to persons exposed to nerve and blister agents. The video is intended to provide information to those qualified to perform emergency medical treatment, such as emergency medical technicians, paramedics, ambulance operators, nurses, and others who may be in a position to provide assistance to persons exposed to nerve and blister agents. This includes recognizing signs and symptoms of nerve and sulfur mustard agent exposure, appropriate decontamination procedures, and the pre-hospital treatment for

nerve agent poisoning using the appropriate doses of atropine and 2-PAM chloride.

The *Re-Act FAST II* video contains updated information on donning and doffing CSEPP-approved Personal Protective Equipment (PPE).

## **Residential Shelter-In-Place (SIP)**

This video describes Shelter-In-Place techniques for residential structures in CSEPP communities. It explains how officials will notify residents to Shelter-In-Place, why and how sheltering protects people from a chemical vapor, and the measures residents can take to protect themselves in their homes from a chemical agent. Available in video or DVD format. DVD contains additional supporting documents and reports.

## **How Do I Know? Guide to Selecting PPE**

*How Do I Know?* is a video that describes and illustrates the testing and evaluation that went into assessing Personal Protective Equipment (PPE) available for use by civilian emergency responders and addresses federal regulatory requirements that have helped shape CSEPP emergency responder operations. It compliments *A Guide to the Selection of Personal Protective Equipment for Responding to a Release of Chemical Warfare Agents*. This guide contains a collection of information sheets dealing with PPE that were prepared for use in CSEPP technical training courses on PPE, decontamination procedures, and medical care of chemical casualties.

## **An Introduction to Protective Action Decision Making**

This video describes two primary protective action options (evacuation and shelter-in-place) that could be recommended during a chemical emergency, the crucial decision issues for each option, and a process that planners and decision makers can use in developing protective action plans.

## **Some Assembly Required: How Models are Built and Used**

This video describes what scientific models are, how models are developed, how models can be used in the protective action decision making process, and the limitations and issues concerning the reliability of models.

## **Chemical Stockpile Emergency Preparedness Program CD-ROMs**

### **Emergency Planner's Companion Series**

A suite of five CD-ROM titles designed to familiarize planners with and evaluate their competency in critical areas of the emergency planning process. CD-ROMs include:

- Command and Control
- Public Education and Information
- Protective Action
- Emergency Operations and Evacuee Support
- Communications\*

*\*Currently under development.*

### **Command and Control**

Its primary audience includes planners involved in CSEPP, but it will also be useful to others involved in developing plans for coordinating resources and implementing response procedures for fast-moving emergencies. The material is based on recommendations of the CSEPP Planning Guidance and addresses issues involved in preparing for a coordinated response among agencies responsible for protecting the public from the consequences of a chemical warfare agent release.

This course will prepare emergency planners to develop plans that help officials analyze an emergency situation and decide on the appropriate response, direct and coordinate the efforts of emergency response forces under their control, coordinate with the efforts of other involved organizations, and ensure that needed



response resources are available and used effectively.

## **Medical Sustainment Training**

The CD-ROM contains six interactive computer-based modules designed as a refresher training program, which are accredited for Continuing Medical Education credit for hospital and pre-hospital medical care providers. The modules are: Nerve Agents, Vesicant Agents, PPE and Worker Fitness, Chemical Case Studies, Decontamination, and Triage. These courses also are available on-line through the CSEPP Portal Web site.

## **Protective Action**

Its primary audience includes planners involved in CSEPP, but it will also be useful to others involved in planning for actions the public can take to avoid exposure to chemical agent hazards.

This course is intended to foster planning that maximizes the effectiveness of protective actions. The course describes the public protective actions appropriate under CSEPP, outlines a methodology for selecting the best protective action within the time constraints of a fast-moving emergency, lists measures that must be taken beforehand to implement each protective action during an emergency, and describes decision making and implementation issues related to self- and buddy decon which may be advised for the public to reduce the effects of agent exposure.

## **Public Education and Information**

Its primary audience is planners involved in CSEPP, but it will also be useful to others involved with implementing public educational programs and issuing emergency warnings.

This course will assist planners in providing factual information to the public in a timely and effective manner during an emergency involving chemical agents. If the public is to respond quickly and effectively to an emergency involving toxic chemical agents, people must be made aware of the risk from chemical agents and the necessary protective actions well before an emergency occurs. A carefully planned public education program is needed to provide people potentially at risk with the knowledge required to take lifesaving actions.



## **CSEPP State Exercise and Training Officers**

The CSEPP exercise and training officers in each of the CSEPP states maintain the schedule for these courses in their respective states. Please contact them for further information on outside availability of these courses.

Alabama	Doug Morgan Alabama Emergency Management Agency 5898 County Road 41 P.O. Drawer 2160 Clanton, Alabama 35046-2160	Phone: (205) 280-2221 Fax: (205) 280-2444 E-mail: dougm@ema.alabama.gov
Arkansas	Rebecca Edwards Arkansas Department of Emergency Management P.O. Box 758 Conway, Arkansas 72034	Phone: (501) 730-9750 (ext. 9816) E-mail: rebecca.edwards@adem.state.ar.us
Colorado	Dick Vnuk Colorado Office of Emergency Management 15075 South Golden Road Golden, Colorado 80401-3979	Phone: (303) 273-1774 Fax: (303) 273-1795 E-mail: dick.vnuk@state.co.us
Illinois	Jana S. Fairow Illinois Emergency Management Agency 1035 Outer Park Drive Springfield, Illinois 62704	Phone: (217) 782-6594 E-mail: jfairow@iema.state.il.us
Indiana	Robert O. Stanley Indiana State Emergency Management Agency 302 W. Washington Street, Room E208 Indianapolis, Indiana 46204	Phone: (317) 232-6878 Fax: (317) 232-3895 E-mail: rstanley@sema.state.in.us
Kentucky	Logan Weiler III Kentucky CSEPP 90 Airport Road Frankfort, Kentucky 40601	Phone: (502) 607-5725 Fax: (502) 607-5710 E-mail: logan.weiler@ky.ngb.army.mil
Maryland	Paul Kozloski Maryland Emergency Management Agency State Emergency Operations Center Camp Fretterd Military Reservation 5401 Rue Saint Lo Drive Reisterstown, Maryland 21136	Phone: (410) 517-5126 Fax: (410) 517-3610 E-mail: pkozloski@mema.state.md.us
Oregon	Stan Ross Oregon Emergency Management Agency, 125 Southeast First Street Pendleton, Oregon 97801	Phone: (541) 966-9640 Fax: (541) 966-9650 E-mail: sross@oem.state.or.us
Utah	Marc DiFrancesco Utah Division of Emergency Services and Homeland Security/CSEPP P.O. Box 141710 1110 State Office Building Salt Lake City, Utah 84114	Phone: (801) 538-3400 (800) 753-2858 Fax: (801) 538-3770 E-mail: mdifrancesco@utah.gov
Washington	Steve Debow Washington Emergency Management Building 20 Camp Murray, Washington 98430-5122	Phone: (253) 512-7066 Fax: (253) 512-7206 E-mail: s.debow@emd.wa.gov

## **Professional Development**

In most communities, the strength of the emergency management system is related directly to the skills of the local emergency management professionals. Protection of lives and property begins on the local level where the emergency impact is felt immediately. Prompt, effective response and speedy recovery is the result of planning done over the years. The creation of a viable emergency management system, one that can tap needed resources from both public and private agencies, can be credited to those individuals who took leadership roles in their communities.

Course initiatives for instilling management and state-of-the-art skills for the training cadre and for developing additional expanded professional capabilities are now available. This cadre is at the core of training and a professional, competent emergency management workforce. The Master Trainer Program is designed to develop this cadre of training professionals capable of performing all training functions from analyzing training needs to the design, development, delivery, and evaluation of training activities with the goal of achieving excellence through training.

## **Resident Courses**

### **MASTER TRAINER PROGRAM**

In the Master Trainer Program (MTP), each participant will be designing and developing training specific to the needs of his or her organization. After the *Performance and Needs Assessment* course, participants should conduct a needs assessment to identify a valid training need. Based on an identified need, a task analysis must be completed and used in the *Instructional Design* course to develop a Plan of Instruction that will be used in the *Course Development* course to develop training materials like Instructor Guides and Student Manuals. These materials will be used in the *Instructional Delivery* course to present a unit or a segment thereof. In *Evaluation of Training*, participants will design an evaluation instrument for some of the units in their course materials.

During the *Alternate Delivery Methods* course, participants will learn about designing and developing training for delivery using televised instruction, computer-based mediums, the Internet, and print-based independent study.

Individuals interested in applying for the Master Trainer Program must attend the *Management and Supervision of Training* course first. This course is a prerequisite for all the other courses in the Master Trainer Program. In order to apply for the Practicum, an individual must have completed *Management and Supervision of Training*, and *Performance and Needs Assessment*, and be accepted into the Master Trainer Program.

The practicum is the culminating activity of the Master Trainer Program. A Master Trainer candidate will be required to submit a proposal. Upon approval, a staff advisor will be assigned to the candidate as a mentor and provide necessary support. The practicum requirement should be completed within 1 year of successful completion of all other Master Trainer requirements. Those who complete the entire program will be presented an EMI certificate stating they have completed the Master Trainer Program.

Completion of the National Fire Academy's *Fire Service Course Design* course may be substituted for EMI's *Instructional Design* course. No other course substitutions will be permitted.

The MTP consists of eight resident courses and a practicum that have been designed to develop or improve skills of state emergency management training officers, FEMA training staff, tribal training officers, and other state/local and federal personnel with training responsibilities for emergency service organizations. Upon completion of the MTP, these professionals will possess the skills and abilities to analyze performance shortfalls and design, develop, deliver, and evaluate performance-based training for adult learners.

The MTP curriculum consists of the following courses:

- E601** *Management and Supervision of Training* (description on page 150)
- E602** *Performance and Needs Assessment* (description on page 151)
- E608** *Alternate Delivery Methods* (description on page 153)
- E603** *Instructional Design* (description on page 151)
- E604** *Course Development* (description on page 152)
- E605** *Instructional Delivery* (description on page 152)
- K606** *Evaluation of Training* (description on page 153)
- E607** *Master Trainer Practicum* (description on page 153)

## To Apply

Applications for admission to the Master Trainer Program will only be accepted after completion of E601. Applications will be reviewed on an individual basis as they are received and require the following items:

- A letter from the applicant requesting admission to the program. The letter should specify applicant's qualifications, commitment to complete the entire program, and expectation of the program.
- A General Admission Application Form (FEMA Form 75-5). Item #9a should state "*EMI Master Trainer Program*." Indicate in item #10 completion of the *Management and Supervision of Training* course.
- The questionnaire, which is provided to all persons who complete the *Management and Supervision of Training* course, completed with information about a training need the applicant has identified in his/her area of responsibility.
- A letter of recommendation from the applicant's immediate supervisor indicating the organization's commitment to allow the applicant to complete the entire program.

- A college transcript or a copy of the diploma to support the completion of at least an associate's degree.

All materials should be packaged and sent directly to:

Master Trainer Program  
Emergency Management Institute  
16825 South Seton Avenue  
Emmitsburg, Maryland 21727-8998

The Emergency Management Institute will send a copy of the application to the appropriate State Training Officer for Emergency Management to obtain his/her approval. Without this approval, the applicant cannot be accepted into the program.

Individuals who are not accepted for the Master Trainer Program may apply for the individual courses within the program. Enrollment will be on a space-available basis, first come, first served.

## Management and Supervision of Training (E601)

This course is designed to enable participants to develop, plan, manage, and evaluate a training program effectively. Key topics include using an EMI-developed training management analysis tool to develop a training program, designing and developing courses, and selecting training sites, arranging logistics, promoting teamwork during training, minimizing liability, evaluating a training program.

This course is the initial activity in the Master Trainer Program. As such, it provides a surface look at the functions of needs assessment, course design, course development, course delivery, and course evaluation. It is appropriate for those training managers whose training responsibility is a collateral responsibility or who are new to the position.

**Selection Criteria:** This course is designed for those who have overall responsibility for developing, planning, managing, and evaluating training programs. FEMA regional training managers, state emergency management training officers, and other state-level organizational training managers are appropriate candidates for this course. Managers of local training organizations will be accepted provided they demonstrate that the system they manage is of a complexity commensurate with that of the state emergency management organization which includes all functions identified above.

**Prerequisites:**

**Required:** Applicants must have the responsibility for developing, planning, managing, and evaluating a training program.

**Recommended:** None.

**Pre-Course Work:** Participants will be required to do some pre-course reading.

**ACE Recommendation:**

**Credit Hours:** 2 hours  
**Level:** UD  
**Curriculum:** Human Resource Management or Adult Education

**Course Length:** 4 days  
**CEUs:** 2.4

## Performance and Needs Assessment (E602)

This course will enable the participant to conduct performance and needs assessments. An assessment plan is developed based on a problem that individuals bring to the course. The plan is the basis for conducting a performance and needs assessment. The results will determine an appropriate intervention to the problem(s).

**Selection Criteria:** The primary focus is State Training Officers, FEMA staff, State Exercise Training Officers, and other key emergency management trainers.

**Prerequisites:**

**Required:** Participants must complete E601 first.

**Recommended:** Participants also should do research on a real problem from their department, agency, or organization.

**ACE Recommendation:**

**Credit Hours:** 2 hours  
**Level:** UD  
**Curriculum:** Education, Public Administration, or Emergency Management

**Course Length:** 4 days  
**CEUs:** 3.0

## Instructional Design (E603)

This course will enable the participant to develop a plan of instruction. The POI is used to develop supporting training materials. Participants work with the needs assessment results completed after the E602 course.

During the course, participants will use the task analysis to organize their training and work on a Plan of Instruction. Participants will present their Plan of Instruction and supporting analysis to other class members to sell their ideas and POI. Activities include analyzing tasks, content, and the audience, writing objectives, planning for participant and course evaluation, and selecting instructional strategies and methods.

**Selection Criteria:** The primary focus is State Training Officers, FEMA staff, State Exercise Training Officers, and other key trainers with emergency management responsibilities.

**Prerequisites:**

**Required:** Participants must complete E601 and E602.

**Recommended:** E608, *Alternate Delivery Methods*.

**Pre-Course Work:** Since participants will be designing training based on a needs assessment, they are required to submit a list of tasks that students should be able to perform at the end of the training. Reading assignments also are part of pre-course work.

**ACE Recommendation:**

**Credit Hours:** 2 hours  
**Level:** UD  
**Curriculum:** Education, Public Administration, or Emergency Management

**Course Length:** 4 days  
**CEUs:** 3.0

## Course Development (E604)

This course will provide participants with the knowledge, skills, and tools necessary to develop course materials for a content-specific course of instruction, which can be delivered effectively by other instructors.

Participants will complete parts of a Student Manual and Instructor Guide, plus some visuals, a job aid, an activity guide, and pre-course letter.

**Selection Criteria:** The primary focus is State Training Officers, FEMA staff, State Exercise Training Officers, and other trainers with emergency management responsibilities.

**Prerequisites:**

**Required:** Participants must complete E601, E602, E608, and E603 first.

**Recommended:** None.

**Pre-Course Work:** Participants will be required to complete and submit the Plan of Instruction they completed during *Instructional Design* (E603).

**ACE Recommendation:**

**Credit Hours:** 2 hours  
**Level:** UD  
**Curriculum:** Education, Public Administration, or Emergency Management

**Course Length:** 4 days  
**CEUs:** 3.0

## Instructional Delivery (E605)

This course will provide the participant with the knowledge, skills, and tools to become a more effective instructor. The course includes in-class reading assignments, workgroup exercises, a quiz, and individual presentations. Since the emphasis of this course is on *delivery*, participants will be required to deliver **TWO OR THREE** presentations using a variety of training techniques.

**Selection Criteria:** The primary focus is State Training Officers, FEMA staff, State Exercise Training Officers, and other trainers with emergency management responsibilities. Another focus will be on other personnel that conduct training for their agency. This could include other federal, state, and local agencies or groups.

**Prerequisites:**

**Required:** Participants must complete E601, E602, E608, E603, and E604 first.

**Recommended:** None.

**Pre-Course Work:** Participants *must be prepared to deliver a presentation using the content of the unit or lesson of instruction that was developed in the Course Development course* or that they are developing for their Master Trainer Practicum, or another unit of instruction from something else they have developed. The participant **must** come to class with a complete unit to include the instructor guide, student manual, and visuals.

**ACE Recommendation:**

**Credit Hours:** 2 hours  
**Level:** UD  
**Curriculum:** Education, Adult Learning (Training), Public Administration, Emergency Management, or Human Resource Development

**Course Length:** 4 days  
**CEUs:** 3.1

## Evaluation of Training (K606)

This Web-based course will provide the participant with the knowledge, skills, and tools to evaluate training effectively. Using instructional materials designed and developed in previous Master Trainer courses, participants will develop a couple of evaluation instruments for the training they are developing.

This is only available as self-paced training using the World Wide Web (WWW). When participants complete E604 *Course Development*, they are put on a waiting list for K606. A blind drawing is conducted for participants who complete E604 at the same time to determine the order on the waiting list.

Only 10 participants can be enrolled in K606 at one time and participants have up to 14 weeks to complete, though most will complete in 4-8 weeks. Participants will submit four written assignments for instructor evaluation and will be able to communicate electronically with the instructor and other participants.

When a participant completes K606, the next participant on the waiting list will be notified to begin. A standard certificate will be issued upon successful completion of the course.

**Selection Criteria:** The primary focus is State Training Officers, FEMA staff, State Exercise Training Officers, and other trainers with emergency management responsibilities.

**Prerequisites:**

**Required:** Participants must complete E601, E602, E603, and E604 first.

**Recommended:** None.

**ACE Recommendation:**

**Credit Hours:** 2 hours  
**Level:** UD  
**Curriculum:** Education, Adult Education and Training, or Human Resources Management

**Course Length:** 4 to 14 weeks on the Web  
**CEUs:** 3.1

## Master Trainer Practicum (E607)

The Master Trainer Practicum is the culminating activity of the Master Trainer Program. It is not a course, but it involves an individual project in which the participant is responsible for conducting a training needs analysis aimed at enhancing some area of emergency management. Under the supervision of a mentor, the participant will then design, develop, deliver, and evaluate a training activity to meet those needs.

**Selection Criteria:** The Master Trainer Practicum is available only to those individuals who have been accepted and enrolled in the Master Trainer Program and completed E602, *Performance and Needs Assessment*.

**Prerequisites:**

**Required:** Participants must complete E601 and E602 before submitting a practicum proposal for approval. Upon approval of the proposal, the participant will be notified and assigned a mentor. Together the mentor and participant will prepare a review plan for completion of the practicum.

**Recommended:** None.

**Course Length:** (Not a course)  
**CEUs:** 0

## Alternate Delivery Methods (E608)

The *Alternate Delivery Methods* course is designed to train professionals in how to evaluate several nonclassroom training alternatives and choose the most effective method(s) for delivering training. This course will provide a review of the most current delivery methods.

At the conclusion of *Alternate Delivery Methods*, the participants will be able to:

1. Choose the most efficient and effective delivery method or combination of methods based upon content, audience, and course objectives.
2. Identify the various personnel, equipment, and system resources necessary to provide training using a variety of methodologies.
3. Develop a business case and marketing plan for supporting the use of alternate delivery methods.

**Selection Criteria:** Participants in this course should be training managers who are actively involved in the course design, development, delivery, and evaluation process. Strong preference will be given to those applicants who have completed E601 and E602.

**Prerequisites:**

**Required:** Participants must complete E601 and E602 first. Knowledge, skills, and abilities in the areas of conducting needs assessments, course design, development, delivery, and evaluation are needed. The applicant must be familiar with the basic Microsoft Office 97 and Microsoft Office 2000 software packages, especially PowerPoint. The applicant will be required to complete some pre-course work.

**Recommended:** Skill in using the Microsoft Internet Explorer or the Netscape Internet browser package also will be helpful.

**Course Length:** 4 days

**CEUs:** 3

**ACE Recommendation:**

**Credit Hours:** 2 hours  
**Level:** UD  
**Curriculum:** Educational Methodology  
 Instructional Technology

## Annual Training and Exercises Conference (E237)

This conference is by “invitation only,” and is conducted annually. The intended audience for this conference is State Training Officers, State Exercise Training Officers, and FEMA Regional Training Managers. The purpose of the conference is to address training issues and share information concerning FEMA and state training initiatives. Best practices of both the federal government and the states are a priority of the conference.

**Selection Criteria:** Open to State Training Officers (STO), State Exercise Training Officers (ETO), and FEMA Regional Training Managers (RTM). Officials from Office for Domestic Preparedness, Centers for Disease Control, and Health Resources and Services Administration may receive an invitation.

**Course Length:** 4½ days

**CEUs:** 0

## Advanced Public Information Officers (E388)

This advanced course builds on the foundations established in *Basic Public Information Officers* (G290) by focusing on PIO responsibilities in large-scale emergency situations. This is accomplished through a series of lectures and simulation exercises. Topics include legal issues, risk communication, interpersonal skills, effective communication in emergencies, media relations, and use of the joint information system.

**Selection Criteria:** Full- and part-time public information personnel who have completed the *Basic Public Information Officers* (G290). This requirement can be waived for those individuals who have extensive experience in public information activities. Waiver requests must be submitted and approved in writing before an application will be accepted.



**Prerequisites:**

**Required:** Basic Public Information Officers (G290) (or pre-approved EMI waiver).

**Recommended:** None.

**Course Length:** 4 days

**CEUs:** 3.1

## **Non-Resident Courses**

Non-resident courses are offered by the state training offices. To find out more information about these courses, please contact your state office (phone numbers and addresses are listed in this catalog on page 203).

In most communities, the strength of the emergency management system is related directly to the skills of the local emergency management professionals. Protection of lives and property begins on the local level where the emergency impact is felt immediately. Prompt, effective response and speedy recovery is the result of planning done over the years. The creation of a viable emergency management system, one that can tap needed resources from both public and private agencies, can be credited to those individuals who took leadership roles in their communities.

FEMA's Professional Development curriculum addresses skills and abilities required by the emergency management professional in today's complex environment. Whether dealing with natural hazards, technological hazards, or national security hazards, the emergency manager must be prepared to exercise a leadership role that extends far beyond his or her own department.

The field of emergency management is emerging into higher visibility in communities throughout the Nation as they are victimized by disasters that are increasingly severe and more numerous. With this come greater responsibilities for the emergency managers, and likewise for the trainers who guide them in developing the skills to deal with disasters.

## **Managing People in Disasters: A Local Perspective (G249)**

This 3-day course is aimed at preparing people to step in to manage and supervise in chaotic and stressful crisis situations. The package of skills offered in this course should enable an emergency manager to shift from managing a normal office environment to supervising an expanded staff in rapidly changing conditions. Major topics include communicating, community relationships, leadership, managing staff, teams, and managing the work.

**Selection Criteria:** Anyone who performs emergency management work. This course applies many of the basic skills of the Professional Development Series within a disaster context, and thus offers the possibility of being given as a Capstone experience or offered as refresher modules at conferences and other functions.

**Prerequisites:**

**Required:** None.

**Recommended:** IS-240, *Leadership and Influence*, IS-241, *Decision Making and Problem Solving*, and IS-242, *Effective Communication*.

## **Instructional Delivery Skills (G265) (formerly G261, Instructional Presentation Skills)**

The purpose of this 3½-day course is to prepare the participant to assist with state-delivered training. It covers preparation, presentation, and evaluation skills. In addition, participants will be able to incorporate the needs of training participants into their training delivery. At the conclusion of this course, participants should be able to:

- Analyze the audience characteristics, given a particular training activity.
- Review course materials to determine how the needs of the training participants affect their presentation.
- Prepare to use instructional techniques, methods, and media effectively.

- Prepare and manage the learning environment.
- Demonstrate effective instructional delivery techniques given a specific audience and materials.

**Selection Criteria:** Members of state and local emergency management teams. Recommended for members of state and local emergency management teams who assist in the teaching of FEMA- or state-developed classroom training.

**Prerequisites:**

**Required:** Must have responsibility for teaching a portion of a FEMA- or state-developed course.

**Recommended:** None.

## Public Policy in Emergency Management (G280)

This 1-day course is designed to heighten awareness of public policy issues inherent in emergency management. Discussions and exercises cover public policy analysis, executive roles, hazard evaluation, establishing public policy, and media relations.

**Selection Criteria:** Elected and appointed officials of state and local governments who have policy responsibilities, such as mayors, city council members, county executives, district attorneys, legal counsel, county supervisors, attorneys general, adjutants general, public safety directors, budget officers, and those with similar responsibilities.

## Basic Public Information Officers (PIO) (G290)

This 2½-day course is intended for the new or less experienced PIO. Its emphasis is on the basic skills and knowledge needed for emergency management public information activities. Topics include the role of the PIO in emergency management, conducting awareness campaigns, news release writing, and television interviews.

**Selection Criteria:** Emergency management personnel, including fire and law enforcement who have either full- or part-time responsibilities for public information in their communities or departments. Individuals with considerable experience in public information may want to consider applying for a waiver to attend the *Advanced Public Information Officers (E388)* course at EMI. See page 154 of this catalog for details.

## ADVANCED PROFESSIONAL SERIES

Participants who complete the 5 required courses and any 5 of 16 elective courses are eligible to receive the Advanced Professional Series Certificate of Completion.

### Required Courses

- |               |  |
|---------------|--|
| <b>G191</b>   | <i>Incident Command System/Emergency Operations Center Interface</i> (description on page 134) |
| <b>G250.7</b> | <i>Rapid Assessment Workshop</i> (description on page 160)                                     |
| <b>G270.4</b> | <i>Recovery from Disaster: The Local Government Role</i> (description on page 160)             |
| <b>G275</b>   | <i>Emergency Operations Center (EOC) Management and Operations</i> (description on page 135)   |
| <b>G318</b>   | <i>Mitigation Planning Workshop for Local Governments</i> (description on page 124)            |

### Elective Courses

Any of the last three listed not taken as a required course, and

- |             |  |
|-------------|--|
| <b>G108</b> | <i>Community Mass Care Management</i> (description on page 159)                                      |
| <b>G110</b> | <i>Emergency Management Operations Course (EMOC) for Local Governments</i> (description on page 175) |
| <b>G137</b> | <i>Exercise Program Manager/Management</i> (description on page 176)                                 |

- G197**     *Emergency Planning and Special Needs Populations* (formerly G250.3—*Disaster-Related Needs of Seniors and Persons with Disabilities*) (description on page 160)
- G202**     *Debris Management* (description on page 160)
- G271**     *Hazardous Weather and Flood Preparedness* (description on page 135)
- G272**     *Warning Coordination* (description on page 135)
- G276**     *Resource Management* (description on page 136)
- G288**     *Donations Management Workshop* (description on page 161)
- G290**     *Basic Public Information Officers* (description on page 156)
- G358**     *Evacuation and Re-entry Planning Course* (description on page 139)
- G361**     *Flood Fight Operations* (description on page 161)
- G362**     *Multi-Hazard Emergency Planning for Schools* (description on page 124)
- G386**     *Mass Fatalities Incident Response* (description on page 140)
- G408**     *Homeland Security Planning for Local Governments* (formerly *Terrorism Planning Course*) (description on page 140)

## **Disaster Operations and Recovery**

EMI's Disaster Operations and Recovery curriculum provides training and education for federal, state, tribal, and local personnel involved in response and recovery activities.

The curriculum emphasizes the functions involved in response and recovery that can be applied to all hazards.

Recent disasters illustrate the need to have disaster response and recovery plans and to provide training for disaster workers on their roles, responsibilities, functions, and procedures in disasters. The Disaster Operations and Recovery curriculum provides such training and education for workers at the federal, state, tribal,

and local levels of government and allied organizations.

## **Resident Courses**

### **Debris Management (E202)**

Revised in fiscal year 2001, this course provides an overview of issues and recommended actions necessary to plan for, respond to, and recover from a major debris-generating event with emphasis on state, tribal, and local responsibilities. Developed from a pre-disaster planning perspective, the course includes debris staff organizations, compliance with laws and regulations, contracting procedures, debris management site selection, volume reduction methods, recycling, special debris situations, and supplementary assistance.

**Selection Criteria:** Tribal, local, and state emergency management personnel, including public works and waste management staffs, who are responsible for planning and/or implementing debris removal and disposal actions.

**Course Length:** 4 days  
**CEUs:** 2.4

### **State Coordinating Officer (E208)**

This course provides the knowledge and skills to work effectively in a management team with state and federal partners in a Joint Field Office (JFO) or Emergency Operations Center (EOC). The focus of this course is on the SCO position, roles and responsibilities, and relationships to other partners in EOC, JFO, etc.

**Selection Criteria:** State staff who have disaster management responsibilities such as; Individual Assistance Officers, Public Assistance Officers, State Hazard Mitigation Officers, State Public Information Officers, State Coordinating Officers, and others who have a disaster management assignment.

**Prerequisite:**

**Required:** IS-208, *State Disaster Management*, completed through the Independent Study Program.

**Recommended:** None.

**Course Length:** 4 days  
**CEUs:** 2.9

## Recovery from Disaster: The Local Government Role (E210)

The resident version of this course is designed for local disaster recovery teams consisting of emergency managers, city/county administrators, public works directors, building inspectors, and community planners. The course focuses on the roles and responsibilities of each team member, and provides guidance on developing a local disaster recovery plan. Best practices in disaster recovery are summarized in a CD-ROM toolkit included in course materials. Participants are given the opportunity to develop an outline of their own recovery plan during the course.

**Selection Criteria:** Local government emergency managers, building officials, community planners, city or county administrators, and public works directors. State disaster recovery personnel who work directly with local governments in disasters are eligible to attend the course.

**Course Length:** 4 days  
**CEUs:** 2.5

## State Community Relations (E282)

This course provides knowledge and skills to individuals who are responsible for establishing, maintaining, and managing a state and local community relations capability in partnership with FEMA.

**Selection Criteria:** State personnel who are responsible for the development and management of a state and local community relations capability. These individuals may be managers from emergency management or an agency such as human resources or social services.

States are encouraged to bring a copy of existing documents such as a community relations annex to emergency operations plan, operating procedures, etc.

**Course Length:** 4½ days  
**CEUs:** 3.1

## State Donations Management Course (E288)

This course is intended to provide state personnel, assigned as State Donations Coordinators, with the capability to develop and coordinate a state program to manage unsolicited donated goods and unaffiliated volunteer services effectively during a large-scale disaster.

**Selection Criteria:** Priority will be given to states who send a team of two participants; the State Donations Coordinator and a leading member of a voluntary agency (such as the Voluntary Organizations Active in Disaster (VOAD) chair). Each FEMA region also is invited to send a Human Services staff member.

**Prerequisites:**

**Required:** None.

**Recommended:** IS-288, *The Role of Voluntary Agencies in Emergency Management*.

**Course Length:** 4 days  
**CEUs:** 2.5

## Basic Crisis Counseling Grant Program Course (E354)

This course is intended to prepare the state departments of mental health to respond to a presidentially declared disaster. The main focus of the course is completion of the grant application for funding. The course provides training on disaster mental health concepts and organizational aspects of disasters and promotes pre-disaster planning that will expedite the grant application process. Enrollment is limited to one person per state.

**NOTE:** *This course does not provide instruction on crisis counseling or stress management techniques.*

**Selection Criteria:** This is an Invitation-Only course. You must be an employee of a state department of mental health responsible for overseeing a Crisis Counseling program grant in response to a presidentially declared disaster with little or no experience or a FEMA Regional DAE or PFT who works with the Crisis Counseling program in order to attend this course.

**Course Length:** 4 days  
**CEUs:** 2.4

### **State Public Assistance Operations (E376)**

To provide state, local, and tribal staffs with an overview of FEMA's Public Assistance Program, process, and policies. Course topics include introduction to program laws, regulations and policies, PA process, grants management, eligibility, hazard mitigation in the PA program, compliance with other federal laws and regulations, project formulation, and National Emergency Management Information System (NEMIS).

**Selection Criteria:** State, tribal, and local government personnel responsible for administering Public Assistance grants.

**Course Length:** 4 days  
**CEUs:** 2.4

### **Public Assistance Grant Administration for States (E478)**

To provide State/Grantee Public Assistance and Grant Administration staff with an in-depth look at the pre-award, post-award, and closeout activities associated with the PA program. Participants will learn to apply federal regulations, assist with project identification, ensure financial reporting requirements are met, and outline documentation requirements.

**Selection Criteria:** State/Grantee staff administering the PA program or those involved in PA grant administration.

**Course Length:** 4 days  
**CEUs:** 2.4

## **Non-Resident Courses**

Non-resident courses are offered by the state training offices. To find out more information about these courses, please contact your state office (phone numbers and addresses are listed in this catalog on page 203).

Disaster Operations and Recovery are phases of emergency management that require a team effort at all levels of government and the private sector. Professionals involved in disaster operations and recovery include elected and appointed officials, city and county administrators, emergency managers, public works directors, building officials, community planners, emergency services personnel, and other allied professionals.

Training and education in disaster operations is a critical first step towards ensuring successful disaster operations. The Disaster Operations and Recovery curriculum is designed to equip federal, state, local, and tribal professionals with the knowledge, skills, and abilities required to perform their jobs. These professionals are encouraged to avail themselves of the courses offered in the curriculum.

### **Community Mass Care Management (G108)**

This 2-day course is intended to equip emergency management staff and voluntary agency personnel with the knowledge and skills necessary to perform as effective mass care coordinators in a broad range of disaster situations. The course covers how to assess and size up mass care needs; how to plan for mass care; recruitment, training, and exercises for mass care personnel; and actions to take in short-term and long-term mass care operations (response and recovery).

**Selection Criteria:** State, tribal, and local government emergency management and voluntary agency personnel who provide mass care assistance.

## Emergency Planning and Special Needs Populations (G197)

This 2½-day course is intended to provide those with responsibilities for providing emergency planning or care of seniors, people with disabilities, and/or special needs groups with the skills and knowledge they will need to prepare for, respond to, and recover from emergency situations.

**Selection Criteria:** The target audience for this course includes emergency managers, senior first-response personnel, special needs coordinators, human services organization personnel, facility planners, community-based organizational personnel, advocacy group personnel, elected officials, public health personnel, and Voluntary Organizations Active in Disaster (VOAD) personnel.

## Debris Management (G202)

This field course is designed for state and local personnel at all levels as well as public works directors, their staffs, and waste management personnel. The course provides an overview of issues and recommended actions necessary to plan for, respond to, and recover from debris-generating events.

**Selection Criteria:** State, local, and tribal personnel.

**NOTE:** All course files are accessible to the State Training Officer via the FEMA Web site.

## Public Assistance Applicants' Workshop (G203)

This 1-day field course is an overview of the roles and responsibilities of potential applicants who participate in FEMA's Public Assistance program. The target audience includes local government personnel, public works directors, emergency management coordinators, and other local government personnel with disaster assignments involving the community infrastructure.

\*During the early stages of disaster recovery, this course can be used to provide an overview of

local government responsibilities involving public assistance.

## Workshop: Emergency Management (WEM) (G250)

This special workshop deals with specific emergency management activities and problems. It is intended to cover non-administrative, innovative, or situational emergency management training subjects that may normally confront local directors. It does not replace any current course or segments of courses. The following workshop modules are available for use in conducting WEM workshops.

## Workshop: Local Situation (RAPID) Assessment (G250.7)

Communities can use the Resource Guide and Facilitator's Guide when developing the plan and procedures for rapidly and efficiently collecting disaster intelligence immediately following a disaster. This intelligence is used to prioritize response activities, allocate available resources, and specifically request resources from other sources to save and sustain lives.

**Selection Criteria:** Any community working to improve its disaster intelligence collection procedures.

## Expedient Flood Training (G270.3)

This 45-minute orientation module is designed to train volunteers in flood-fighting techniques using sandbags and other materials.

**Selection Criteria:** Local government emergency managers and emergency responders.

## Recovery From Disaster: The Local Government Role (G270.4)

This workshop is designed for local government disaster recovery professionals (elected officials, city/county administrators, emergency management coordinators, public works directors, building inspectors, community

planners, and unmet needs committee coordinators).

The WEM is designed for ½-day delivery, depending on local need, and covers the roles, responsibilities, and major tasks of each team member during short- and long-term recovery. Course materials include checklists, sample forms, brochures, public notices, sample news releases, sample ordinances, and other resources (in hard copy and electronic file) to assist local recovery teams in their jobs.

**Selection Criteria:** Local government emergency managers, city and county administrators, community planners, building inspectors, and public works directors.

**NOTE:** All course files are accessible to the State Training Officer via the FEMA Web site.

## **Managing Through a Disaster for Supervisors (G270.5)**

This 1½-day workshop provides local government managers and supervisors with an improved ability to supervise disaster workers and to plan for and cope with problems working through and recovering from disasters.

**Selection Criteria:** Local government managers and supervisors.

## **Working Through a Disaster for Front-Line Employees (G270.6)**

This 1-day workshop provides front-line local government employees with an improved ability to plan for and cope with the problems of working through and recovering from disasters.

**Selection Criteria:** Local government emergency managers and response and recovery personnel.

## **Donations Management Workshop (G288)**

This 8-12 hour workshop addresses the planning considerations and operational requirements for an effective donations management system at the state and/or local level. A special emphasis is put

on the importance of collaborative partnership between state/local government and voluntary agencies as the key to success in donations management.

**Selection Criteria:** Local government officials or state and local leaders of key voluntary organizations (i.e., those affiliated with the state VOAD), who have responsibility for planning, coordinating, implementing, and/or operating the donations management function at the state and local level.

### **Prerequisites:**

**Required:** Participants must have some responsibility to oversee, coordinate, and/or assist with the state and local donations function during large-scale disasters.

**Recommended:** IS-288, *The Role of Voluntary Agencies in Emergency Management*.

## **Flood Fight Operations (G361)**

This 2½-day course is for emergency managers, public works officials, levee district representatives, and others responsible for planning, preparing, and managing the response to a flood. Using a combination of lectures, discussions, activities, and exercises, the course will take participants through the complete process from well before the flood to clean-up afterwards. Officials from every community at risk of flooding should take this training. While this training emphasizes how to conduct a flood fight, it provides information to help communities decide if a flood fight is possible and worth the effort and cost. Diagrams with materials lists and equipment and labor requirements to construct various types of temporary flood protection can be used to help determine if there is enough time and resources to protect the community. If the whole community cannot be protected, then officials must decide where to concentrate their efforts to protect some areas and/or evacuate and relocate what they can. If a flood fight is undertaken, it should be done the right way or the effort will be wasted.

Instructors should be experienced in flood fighting. It is recommended that the U.S. Army

Corps of Engineers be part of the instructional team to discuss the methods and techniques it will use in your region and to explain what assistance it may be able to provide.

**NOTE:** *Some states may decide to add the 45-minute Expedient Flood Training (G270.3) to offerings of this course and may also do a field activity to build a sandbag wall. If participants will be asked to fill and place sandbags, they should be told to bring appropriate clothing.*

**Selection Criteria:** Federal, state, tribal, and local officials responsible for planning, preparing, and managing response to floods.

## **Integrated Emergency Management**

This curriculum addresses emergency response activities for the total community—from the chief elected official to professional staff, both paid and volunteer, within the emergency response organizations. One set of courses in the curriculum is the Integrated Emergency Management Courses (IEMC). The IEMC stresses the integration of functions, resources, organizations, and individuals in all phases of emergency management. This course is offered in numerous versions to meet current needs and may be offered either for officials from several communities (generic course) or for a specific community. Current IEMCs include: *IEMC/All Hazards: Preparedness and Response*; the *IEMC/All Hazards: Recovery and Mitigation*; *IEMC/Hurricane: Preparedness and Response*; *IEMC/Hurricane: Recovery and Mitigation*; *IEMC/Earthquake: Preparedness and Response*; *IEMC/Earthquake: Recovery and Mitigation*; *IEMC/Homeland Security*; *IEMC/Hazardous Materials: Preparedness and Response*; *IEMC/Metropolitan Medical Response System (MMRS)*; *IEMC/Food and Agriculture Terrorism*; and *IEMC/State*.

IEMCs immerse participants in the practical application of functions associated with disaster response management. Each course includes orientation presentations to specific response

functions as well as a simulated emergency situation that participants must cope with in a high-stress disaster environment.

The IEMCs described in this section can be conducted for a specific community; however, the number of courses conducted annually in this fashion is limited. A request for a community-specific IEMC should be made at least 18 months before the date desired (see procedures in this section). Since a community-specific IEMC represents a substantial commitment of EMI resources to a single jurisdiction, a serious commitment also is required on the part of the participating community. Requests for IEMC community-specific offerings must be made by the chief elected or appointed community official, endorsed by the respective state emergency management agency, and approved by the appropriate FEMA regional office.

While every effort is made to accommodate individual applications for the IEMC courses, state offices of emergency management are the focal point for recruiting the participant positions for the generic courses, under the guidance of the FEMA regional offices. **Each offering requires one chief elected official, one police chief, one fire chief, etc., to fill real-life positions used in the IEMC.**

The **IEMC NATIONAL OPEN ENROLLMENT SYSTEM** will provide two open enrollment periods for Resident IEMC programs at EMI. All positions will be open to all potential participants from all areas (regions) of the country.

**First National Open Enrollment Period: May 1–June 30. Applications will be submitted for all positions for Resident IEMC's scheduled for the first and second quarters of the following fiscal year.**

**Second National Open Enrollment Period: November 1–December 31. Applications will be submitted for all positions for Resident IEMCs scheduled for the third and fourth quarters of the following fiscal year.**

After each National Open Enrollment Period, applications will be reviewed and selected participants will be accepted into the class they applied for and be notified. Participants who do not meet the qualifications or are not selected will also be notified.



After each National Open Enrollment Period is closed, any remaining vacancies will be posted on the IEMC Web site for a period of 60 days. These vacancies will be filled on a first-come, first-served basis. After 60 days, the courses will be closed. All remaining vacancies will be filled by IEMC staff members.

Eligibility requirements to attend Resident course offerings will remain the same. All applications must be submitted through the appropriate State Emergency Management Agency and FEMA region to the NETC and must contain the respective signatures for endorsement.

Information concerning the IEMC National Open Enrollment System can be accessed at:  
<http://training.fema.gov/emiweb/iemc/>

## INTEGRATED EMERGENCY MANAGEMENT COURSE (IEMC) SELECTION CRITERIA

Except for IEMCs reserved for “community-specific” courses, **all** participants are recruited for the following positions via the National Open Enrollment System.

Elected and appointed city, county, and tribal officials. These include mayor, county executive, legal counsel, city manager, city council, finance director, personnel/human resources manager, public information officer, economic development manager, city/county mitigation officer, city/county emergency management director and staff, fire marshal, airport manager, housing coordinator, and director of transportation. Also included as eligible participants are state/area coordinators, state mitigation officers, National Guard representatives, and federal/military personnel. Additionally, upper- and mid-management personnel, including supervisory, operational, and communications/dispatch staff from fire service, law enforcement, public works, and emergency medical services, are a part of the target audience. The Red Cross and Salvation Army (VOADs) and school and university systems also should be represented, along with business and industry including Chamber of Commerce, building associations, hotel and restaurant organizations, and engineers.

## IEMC COMMUNITY-SPECIFIC APPLICATION PROCEDURES

Each year various communities throughout the United States express an interest in FEMA/EMI conducting an IEMC for their community emergency management officials and responders. Community-specific IEMCs require a major commitment from both the community and EMI, as well as from the FEMA regional office and state office of emergency management involved.

Because the demand for community-specific IEMCs exceeds the resources to deliver, application criteria and a formal selection process have been established. Both the selection process and information that will be reviewed to determine acceptance of a request are outlined below.

### Steps in the Application/Selection Process

- The chief elected official of the jurisdiction submits a letter of request, addressing the specified criteria (see next section), to his/her respective state office of emergency management.
- If the state office of emergency management supports the request, it should attach a letter of endorsement outlining how acceptance of this request will meet state emergency management objectives. NOTE: At this stage in the request, the state office may elect not to forward the request but, instead, work with the community (especially if the community is under 100,000 in population) to conduct the G110, *Emergency Management Operations Course (EMOC) for Local Governments* for the community.
- If approved by the state office, the request should be forwarded to the appropriate FEMA regional office for review. The FEMA regional office, if it supports the application, should include an endorsement for each community it recommends. If more than one jurisdiction is submitted, the region should prioritize its recommendations.
- Applications should be received at EMI from the regions no later than April 15 each year. Between April 15 and May 15, EMI staff and FEMA program office

representatives (as deemed appropriate based on information provided in the requests) will review the applications and rank them based on regional priority and information provided in the requests. Recommendations will be forwarded to the Superintendent of EMI for final selection no later than May 30.

- By June 30, communities that have been accepted will be notified, as will communities that were not accepted. Appropriate FEMA regional offices and state emergency management offices also will be notified.
- Communities that were not accepted and that want to be reconsidered for the following year must re-apply. Applications will not automatically be considered for the following fiscal year.

## SPECIFIC CRITERIA

Communities must include the following with their letter of application:

- Population of jurisdiction.
- A brief description of the government structure (include organization chart if possible); clarify whether the request is for a single county, city, tribal community, or a combination.
- A narrative that includes the status of emergency management in the community, including past disaster history.
- Emergency management training and exercise history.
- Specific hazards facing the jurisdiction and/or specific hazards requested to be addressed in the IEMC.
- Any major national events planned for the jurisdiction, such as major sporting events, conventions, etc.
- The community emergency management objective(s) that will be accomplished through the IEMC.

## Resident Courses

### IEMC/All Hazards: Preparedness and Response (E900)

This IEMC is a premier course that addresses preparedness and response in emergency situations resulting from severe weather-related hazards. This exercise-based course is conducted for two types of audiences. The participants in the “generic” audience IEMC represent various communities throughout the country. The “specific” audience IEMC is made up of participants all from one community. The IEMC places public officials and other key community leaders in a disaster simulation. The course methodologies of classroom instruction, planning sessions, and exercises allow for structured decision making in a learning environment that is nonetheless realistic. A key outcome of this IEMC is that additional planning needs are identified, providing the opportunity to enhance overall preparedness. The exercise scenario for *IEMC/All Hazards: Preparedness and Response* focuses on severe weather and related flooding.

#### **Prerequisites:**

**Required:** None.

**Recommended:** Participants are encouraged to enroll in both *IEMC/All Hazards: Preparedness and Response* and the *IEMC/All Hazards: Recovery and Mitigation* in consecutive, back-to-back, offerings.

#### **ACE Recommendation:**

**Credit Hours:** 2 hours  
**Level:** UD or LD  
**Curriculum:** Public Administration, Emergency Management

**NOTE:** Credit can be awarded for only one course in the series of the IEMC courses: E900, E905, or E910.

**Course Length:** 4½ days  
**CEUs:** 2.5

**IEMC/All Hazards: Recovery and Mitigation (E901)**

This exercise-based course emphasizing recovery and mitigation is new in the IEMC curriculum. It is similar to the *IEMC/All Hazards: Preparedness and Response* course in its format but emphasizes recovery and mitigation activities. This course is conducted for two types of audiences. The participants in the “generic” audience offering represent various communities throughout the country. This IEMC also may be offered to communities who have previously participated in a “specific” community IEMC. The *IEMC/All Hazards: Recovery and Mitigation* places public officials and other key community leaders in a simulation that begins **after** a disaster has affected a community. The course methodologies of classroom instruction, planning sessions, and exercises allow for structured decision making in a learning environment that is nonetheless realistic. A key outcome of this IEMC is to provide participants with the ability to carry out their respective functions related to disaster recovery, in both the short-term and the long-term. The exercise scenario focuses on recovery from severe weather and related flooding. Mitigation activities to prevent or reduce the future impact of a similar disaster also are identified during the mitigation exercise.

**Prerequisites:**

**Required:** None.

**Recommended:** E900, *IEMC: All Hazards Preparedness and Response*. Participants are encouraged to enroll in both *IEMC/All Hazards: Preparedness and Response* and *IEMC/All Hazards: Recovery and Mitigation* in consecutive, back-to-back, offerings.

**ACE Recommendation:**

**Credit Hours:** 2 hours  
**Level:** UD or LD  
**Curriculum:** Public Administration,  
Emergency Management

**NOTE:** Credit can be awarded for only one course in the series of the IEMC courses: E901, E906, or E911.

**Course Length:** 4½ days  
**CEUs:** 2.5

**IEMC/Hurricane: Preparedness and Response (E905)**

This IEMC addresses preparedness and response in emergency situations resulting from a hurricane. This exercise-based course is conducted for two types of audiences. The participants in the “generic” audience IEMC represent various communities throughout the country. The “specific” audience IEMC is made up of participants all from one community. The IEMC places public officials and other key community leaders in a disaster simulation. The course methodologies of classroom instruction, planning sessions, and exercises allow for structured decision making in an educational, yet realistic, environment. A key outcome of this IEMC is that additional planning needs are identified, providing the opportunity to enhance overall preparedness. The exercise scenario for *IEMC/Hurricane: Preparedness and Response* focuses on evacuation issues prior to the simulated hurricane making landfall and response activities after landfall.

**Prerequisites:**

**Required:** None.

**Recommended:** Participants are encouraged to enroll in both *IEMC/Hurricane: Preparedness and Response* and *IEMC/Hurricane: Recovery and Mitigation* in consecutive, back-to-back offerings.

**ACE Recommendation:**

**Credit Hours:** 2 hours  
**Level:** UD or LD  
**Curriculum:** Public Administration,  
Emergency Management

**NOTE:** Credit can be awarded for only one course in the series of the IEMC courses: E900, E905, or E910.

**Course Length:** 4½ days  
**CEUs:** 2.5

## IEMC/Hurricane: Recovery and Mitigation (E906)

This IEMC with emphasis on recovery and mitigation issues is another addition to the IEMC curriculum. This exercise-based course is similar to *IEMC/Hurricane: Preparedness and Response* in its format, but emphasis is placed on recovery and mitigation activities following a hurricane. This course is conducted for two types of audiences. The participants in the “generic” audience represent various communities from throughout the country. This IEMC also may be offered to communities who have previously participated in a “specific” community IEMC. The *IEMC/Hurricane: Recovery and Mitigation* places public officials and other key community leaders in a simulation that begins **after** a disaster has affected a community. The course methodologies of classroom instruction, planning sessions, and exercises allow for structured decision making in a learning environment that is realistic. A key outcome of this IEMC is to provide participants with the ability to carry out their respective functions related to disaster recovery, both in the short-term and long-term. The exercise scenario focuses on a community recovery from a hurricane disaster. Mitigation activities to prevent or reduce the future impact of a hurricane also are identified through course exercises.

### Prerequisites:

**Required:** None.

**Recommended:** E905, *IEMC: Hurricane Preparedness and Response*. Participants are encouraged to enroll in both *IEMC/Hurricane: Preparedness and Response* and *IEMC/Hurricane: Recovery and Mitigation*, in consecutive, back-to-back offerings.

### ACE Recommendation:

**Credit Hours:** 2 hours  
**Level:** UD or LD  
**Curriculum:** Public Administration, Emergency Management

**NOTE:** Credit can be awarded for only one course in the series of the IEMC courses: E901, E906, or E911.

**Course Length:** 4½ days  
**CEUs:** 2.5

## IEMC/Earthquake: Preparedness and Response (E910)

This *IEMC/Earthquake* course addresses preparedness and response in emergency situations resulting from an earthquake. This exercise-based course is conducted for two types of audiences. The participants in the “generic” audience IEMC represent various communities from throughout the country. The “specific” audience IEMC is made up of participants all from one community. The IEMC places public officials and other key community leaders in a disaster simulation. The course methodologies of classroom instruction, planning sessions, and exercises, allow for structured decision making in a learning environment that is realistic. A key outcome of this IEMC is that additional planning needs are identified, providing the opportunity to enhance overall preparedness. The exercise scenario for the *IEMC/Earthquake: Preparedness and Response* focuses on response to an earthquake. Also, additional planning needs to prepare for an earthquake response are identified.

### Prerequisites:

**Required:** None.

**Recommended:** Participants are encouraged to enroll in both *IEMC/Earthquake: Preparedness and Response* and *IEMC/Earthquake: Recovery and Mitigation* in consecutive, back-to-back offerings.

### ACE Recommendation:

**Credit Hours:** 2 hours  
**Level:** UD or LD  
**Curriculum:** Public Administration, Emergency Management

**NOTE:** Credit can be awarded for only one course in the series of the IEMC courses: E900, E905, or E910.

**Course Length:** 4½ days  
**CEUs:** 2.5

## IEMC/Earthquake: Recovery and Mitigation (E911)

This is another new IEMC, which emphasizes recovery and mitigation issues. This exercise-based course is similar to the *IEMC/Earthquake: Preparedness and Response* in its format but emphasizes recovery and mitigation activities following a major earthquake. This course is conducted for two types of audiences. The participants in the “generic” audience IEMC represent various communities from throughout the country. This IEMC also may be offered to communities who have previously participated in a “specific” community IEMC. The *IEMC/Earthquake: Recovery and Mitigation* course places public officials and other key community leaders in a simulation that begins **after** a disaster has affected a community. The course methodologies of classroom instruction, planning sessions, and exercises allow for structured decision making in an educational, yet realistic, environment. A key outcome of this IEMC is to provide participants with the ability to carry out their respective functions related to disaster recovery, both in the short-term and long-term. The exercise scenario focuses on a community recovery from an earthquake disaster. Mitigation activities to prevent or reduce the future impact of an earthquake also are identified through course exercises.

### Prerequisites:

**Required:** None.

**Recommended:** E910, *IEMC/Earthquake: Preparedness and Response*. Participants are encouraged to enroll in both *IEMC/Earthquake: Preparedness and Response* and *IEMC/Earthquake: Recovery and Mitigation* in consecutive, back-to-back offerings.

### ACE Recommendation:

**Credit Hours:** 2 hours  
**Level:** UD or LD  
**Curriculum:** Public Administration, Emergency Management

**NOTE:** Credit can be awarded for only one course in the series of the IEMC courses: E901, E906, or E911.

**Course Length:** 4½ days  
**CEUs:** 2.5

## IEMC/Homeland Security (E915)

This IEMC focuses on preparing for and responding to the consequences of a terrorist act. This exercise-based course is conducted for two types of audiences. The participants in the “generic” audience IEMC represent various communities from throughout the country. The “specific” audience IEMC is made up of participants all from one community. The IEMC places public officials and other key community leaders in a disaster simulation. The course methodologies of classroom instruction, planning sessions, and exercises allow for structured decision making in a realistic learning environment. In the *IEMC/Homeland Security*, special attention is placed on the response among agencies when the disaster area also is a crime scene.

### ACE Recommendation:

**Credit Hours:** 2 hours  
**Level:** UD or LD  
**Curriculum:** Public Administration, Emergency Management

**Course Length:** 4½ days  
**CEUs:** 2.5

## IEMC/Hazardous Materials: Preparedness and Response (E920)

This IEMC focuses on preparing for and responding to a major hazardous materials incident. This exercise-based course is conducted for a “generic” audience. The participants in the “generic” audience IEMC represent various communities from throughout the country. The IEMC places public officials and other key community leaders in a disaster simulation. The course methodologies of classroom instruction, planning sessions, and exercises allow for structured decision making in a learning environment that is nonetheless realistic.

**ACE Recommendation:**

*Credit Hours:* 2 hours  
*Level:* UD or LD  
*Curriculum:* Public Administration,  
Emergency Management

**Course Length:** 4½ days

**CEUs:** 2.5

## **IEMC/State: Response and Recovery (E/L925)**

An exercise-based course combining classroom presentation, planning session, response exercise, and recovery exercise designed to simulate a major emergency involving many state resources.

**Selection Criteria:** Includes staff of state emergency management, police/patrol, department of agriculture, department of natural resources, department of health, department of transportation, social services, private/public utilities, media, and volunteer organizations.

**NOTE:** *Requests for this specialized IEMC should be originated by the state director of emergency management, endorsed by the governor, and forwarded through the appropriate FEMA regional office to the Superintendent, Emergency Management Institute.*

**Course Length:** 4½ days

**CEUs:** 2.5

## **Healthcare Leadership and Administrative Decision Making in Response to WMD Incidents Course (B960)**

This 4-day exercise-based training course delivered at the Noble Training Center in Anniston, Alabama, provides a realistic setting in which expert instructors assist healthcare professionals to develop the appropriate decisions in response to a WMD event. Participants will learn by doing through the use of functionally realistic and technically correct scenario-based exercises. Exercises will be supported by challenging and dynamic discussions and

background presentations that are current, with constantly evolving standards, protocols, and procedures.

The target audience for this course includes the following healthcare professionals:

## **HOSPITAL EXECUTIVE GROUP**

**Function:** Senior executive(s) that has/have ultimate legal and fiduciary overall responsibilities for the institution.

**Examples:**

- Hospital Chief Executive Officer
- Hospital Chief Operating Officer
- Hospital Executive Vice President
- Hospital Vice President
- Hospital Chief Medical Officer
- Hospital Chief Financial Officer
- Hospital Nurse Executive
- Hospital Emergency Preparedness Coordinator

## **PATIENT SERVICES GROUP**

**Function:** Senior patient care services leadership (non-physician) responsible for organizing and delivering patient care services and resources; maintains patient tracking system; assures the treatment of in-patients and manages the in-patient care areas; controls discharge procedures.

**Examples:**

- Chief Nursing Officer
- Nurse Manager/Supervisor for patient care
- Nurse House Supervisor
- Assistant Vice-President, Nursing

## EMERGENCY DEPARTMENT GROUP

*Function:* Person responsible for overall clinical and administrative management of the emergency department resources.

*Examples:*

- Emergency Department Manager
- Emergency Department Administrator
- Emergency Department Physician
- Emergency Department Nurse

## PHYSICAL PLANT OPERATIONS GROUP

*Function:* Person responsible for the physical plant and its environment.

*Examples:*

- Chief Plant Chief Officer (preferred)
- Security Chief
- Safety Officer

## EMERGENCY MEDICAL SERVICES (EMS) GROUP

*Function:* Person responsible for authorizing policy and/or participates in the formation of policy that determines the response of EMS resources to multiple casualty incidents. This person would serve as the EMS operations officer directing EMS response during an incident. If this type of person is not available, then a person who directs the operations of the EMS communications component of a community public safety response system (911 system) may be substituted.

*Examples:*

- Emergency Medical Services Administrator
- EMS 911 Administrator/Communication Chief

## PUBLIC HEALTH GROUP

*Function:* Person responsible for authorizing policy and/or participates in the formation of policy that determines the public health response to a WMD incident.

*Examples:*

- Public Health Director (City/County/State)
- Public Health Officer (City/County/State)
- Epidemiologist

Preference for acceptance will be given to those healthcare systems that can provide one individual from each of the above groups for any given course offering. The course is designed to train teams of individuals from a single healthcare system.

### Training Costs for HCL Program

For the Healthcare Leadership course, FEMA will provide to eligible applicants accepted in each course the following at no cost:

- The training, which is approved for 30 nursing continuing medical education (CME) units and 21.25 physician CME units.
- Lodging in one of the Noble Training Center dormitories.
- Round trip bus transportation from the Atlanta airport to/from the Noble Training Center.

Course participants will be responsible for:

- Transportation costs from place of origin to/from the Atlanta Airport or POV travel.
- Food costs while attending the course at NTC (meal ticket purchase is approximately \$100.00). Participants are required to purchase a meal ticket.
- Cost of obtaining individual CMEs.

**Course Length:** 4½ days

**CEUs:** 30 nursing, 21.25 physicians, other medical CEUs provided

## IEMC/Metropolitan Medical Response System (MMRS) (B/L970)

MMRS jurisdictions throughout the United States face unique challenges as they plan and prepare for an integrated response to medical emergencies resulting from a terrorist use of weapons of mass destruction and from other hazards. MMRS requirements center around the following emergency management needs:

- Development/coordination of response systems
- Development of appropriate MMRS Plans
- Acquisition of required pharmaceuticals
- Acquisition of required equipment
- Integration of system organization, plans, pharmaceuticals, and equipment to achieve operational capability for the MMRS
- Planning and resource management coordination with neighboring jurisdictions and state government organizations including enhanced mutual aid

This IEMC is designed to exercise the individual and organizational skills required in responding to and recovering from a mass casualty terrorism-related disaster. Functional areas addressed by the course include policymaking, decision making, communications, coordination of resources, management of personnel, and implementation of procedures—that is, the crisis response system needed for effective emergency response. Since the course participants represent the entire MMRS crisis response community, a highly authentic and useful experience is possible.

**NOTE:** *Requests for this specialized IEMC should be originated by the primary Chief Elected Official of the requesting MMRS jurisdiction, endorsed by state EMA, and forwarded through the appropriate FEMA regional office to the Superintendent of the Emergency Management Institute.*

**Course Length:** 4½ days  
**CEUs:** 2.5

## IEMC/Food and Agriculture Terrorism (E916)

This IEMC focuses on preparing for, determining scope of, and recovering from terrorist acts on our nation's food and agriculture systems.

Participants will be introduced to situational threat assessment, ICS/NIMS, crime scene issues, decontamination, disposal and restoration of food systems, quarantine/recall concerns, resource management, economic impacts, emergency operation center protocols, as well as societal concerns, case study analysis, and roles and responsibilities as outlined in Homeland Security Presidential Decision Directive 9.

As with other IEMCs, officials from federal, state, and local public health and agriculture agencies, emergency services disciplines, elected/appointed officials, and private industry will have an opportunity to participate in exercises simulating terrorist acts upon food and agriculture infrastructure.

### **Prerequisites:**

**Required:** None.

**Recommended:** IS-195, *Basic ICS*.

### **ACE Recommendation:**

**Credit Hours:** 2 hours  
**Level:** UD or LD  
**Curriculum:** Public Administration, Emergency Management

**Course Length:** 4½ days  
**CEUs:** 2.5

## INTEGRATED EMERGENCY MANAGEMENT COURSES FOR SPECIFIC COMMUNITIES (E930, E931, and E932)

These IEMCs place emphasis on community response and short-term recovery issues. They are tailored to fit the community and are based on a selected hazard type. The course methodologies of classroom instruction, planning sessions, and exercises allow for structured decision making in a learning, yet



realistic, environment. A key outcome of this IEMC is to provide participants with the ability to carry out their respective functions related to disaster response and assist with making the transition from response activities to short-term recovery. These actions allow the community to “position” itself better for long-term recovery.

The following types of community specific programs are available to federal, state, local, and tribal communities:

- IEMC/All Hazards: Response and Recovery
- IEMC/All Hazards: Preparedness and Response
- IEMC/All Hazards: Recovery and Mitigation
- IEMC/Earthquake: Response and Recovery
- IEMC/Earthquake: Preparedness and Response
- IEMC/Earthquake: Recovery and Mitigation
- IEMC/Hurricane: Response and Recovery
- IEMC/Hurricane: Preparedness and Response
- IEMC/Hurricane: Recovery and Mitigation
- IEMC/Hazardous Materials Preparedness and Response
- IEMC/Homeland Security
- IEMC/Special Events (For local and state emergency management)
- IEMC/State Government (For state emergency management agencies)
- IEMC/Regional Operations Center (ROC) (For FEMA regional offices)
- IEMC/Metropolitan Medical Response System (MMRS)

**Selection Criteria:** Elected and appointed city, county, and tribal officials. These include mayor, county executive, legal counsel, city manager, city and tribal council, finance director, personnel/human resources manager, public information officer, economic development manager, city/county mitigation officer, city/county emergency management director and staff, fire marshal, airport manager, and director of transportation. Additionally, upper- and mid-management personnel, including supervisory, operational, and communications/dispatch staff

from fire service, law enforcement, public works, and emergency medical services, are a part of the target audience. The Red Cross and the Salvation Army (VOADs) and school and university systems also should attend.\*

\* A community desiring to participate in these courses should submit an application following the procedures outlined in this catalog on page 172.

**Course Length:** 4½ days  
**CEUs:** 2.5

## **RESIDENT MASTER EXERCISE PRACTITIONER PROGRAM (MEPP)**

The Emergency Management Institute developed the Resident MEPP in FY04 to provide an additional option for individuals who wish to earn the MEP title and certificate. The MEPP goal is to establish a level of professional achievement and recognition for persons charged with administering and conducting emergency management exercise programs and activities.

Eligibility for EMI’s Resident MEPP is limited to emergency management/emergency services personnel whose responsibilities include emergency management exercises. This includes local, state, tribal, and federal personnel, such as exercise training officers, emergency managers, emergency services personnel from fire, emergency medical, hospitals, law enforcement, public works/utilities, community service/volunteer agencies, and private entities who participate in emergency services/emergency management exercise development, control/simulation, and evaluation teams or who manage exercise programs.

## **Program Description**

The Resident MEPP curricula is composed of a performance-based series of training courses. Curricula content focuses on core competencies required to plan, develop, design, conduct, and evaluate jurisdiction-specific exercises.

Each MEPP Series consists of three resident courses conducted at EMI on the campus of the National Emergency Training Center (NETC) in Emmitsburg, Maryland. These courses are:

**E132** *Exercise Design and Evaluation Course*

**E133** *Exercise Program Management and Control Simulation Course*

**E136** *Exercise Development Course*

The courses also contain the majority of the MEPP proficiency demonstrations:

- Design, conduct, and evaluate an orientation activity based on plans, policies, procedures, and resources of your organization.
- Design a tabletop exercise as either the design team leader or assistant design team leader.
- Conduct/facilitate and evaluate a tabletop exercise.
- Serve on an evaluation team as either a team leader or an evaluator in either a functional or full-scale exercise.
- Serve as a controller/simulator in a functional or full-scale exercise.
- Develop, for a functional exercise, one or more of the following plan elements: exercise plan, safety plan, control plan, evaluation plan or player handbook.
- Develop a Comprehensive Exercise Program (CEP) statement for your organization.
- Understand the basic concepts of a full-scale exercise and demonstrate the ability to establish the base for the conduct of a full-scale exercise for your organization.

## Application Process

Individuals who apply for admission must meet the eligibility requirements and complete the following Independent Study courses:

**IS-120** *An Orientation to Community Disaster Exercises*

**IS-139** *Exercise Design*

These courses can be downloaded from:  
<http://training.fema.gov/emiweb/IS/crslist.asp>.

An application package for the resident MEPP requires three documents:

1. A General Admission Application Form (FEMA Form 75-5). Item #9a should list "EMI Master Exercise Practitioner Program." Item #10 should list the completion of IS-120 and IS-139 courses.
2. A letter from the applicant requesting admission to the program. The letter should address the applicant's qualifications, expectations, and commitment to complete the entire program.
3. A letter of recommendation from the applicant's immediate supervisor indicating the organization's commitment to allow the applicant to complete the entire program.

Approved candidates will be automatically enrolled in a series of all three courses and assigned an EMI mentor. The mentor will guide and assist the MEPP candidate through the completion of the program.

## Application Mailing Address

All materials should be sent directly to:

Master Exercise Practitioner Program  
 Emergency Management Institute  
 Attention: Lowell Ezersky or Rakesh Kaushal  
 16825 South Seton Avenue  
 Emmitsburg, MD 21727

Upon completion of all MEPP courses and proficiency demonstration requirements, MEPP candidates will be awarded the Master Exercise Practitioner certificate of achievement.

## Exercise Design and Evaluation (E132)

This course is designed for emergency management exercise staff to acquire fundamental knowledge and skills necessary to develop, conduct, evaluate, and follow-up basic activities and exercises, including exercise orientations, drills, and tabletop exercises. The content addresses the fundamental requirements of an overall exercise program and its components. A special emphasis is placed on the evaluation process and the development of sound evaluation tools to assist evaluation staff. Participants are challenged to develop, conduct, and evaluate these activities during the conduct

of the course through the use of proficiency demonstrations.

**Selection Criteria:** This is the first required course for EMI Resident MEPP Candidates. The course is also open to state, FEMA regional, other federal agency staff, state, local and tribal emergency management/emergency services staff, and emergency management/emergency services personnel whose responsibilities include emergency management exercises. This includes exercise training officers, emergency managers, emergency services personnel from fire, emergency medical, hospitals, law enforcement, public works/utilities, community service/volunteer agencies, and private entities who participate in emergency services/emergency management exercise development, control/simulation, and evaluation teams or who manage exercise programs. Priority for participation is given to EMI Resident MEPP Candidates.

**Prerequisites:**

**Required:** The participant must have completed IS-120, *An Orientation to Community Disaster Exercises* and IS-139, *Exercise Design*.

**Recommended:** The participant should have some knowledge of emergency management operations and exercises.

**Course Length:** 4½ days  
**CEUs:** 2.5

## Exercise Program Management and Control Simulation (E133)

The course builds on the principles and concepts taught in E132, *Exercise Design and Evaluation*. Participants will be challenged to acquire the advanced knowledge and skills necessary to implement, maintain, and evaluate an overall exercise program. An emphasis is placed on advanced exercise skills necessary to develop, conduct, evaluate, and follow-up functional and full-scale exercises. A special emphasis is placed on complex exercise control/simulation and evaluation methods and techniques. Participants are challenged to develop, conduct, and evaluate these activities during the conduct of the course through the use of proficiency demonstrations.

**Selection Criteria:** This is the second course required for EMI Resident MEPP Candidates. The course is also open to state, FEMA regional, other federal agency staff, state, local and tribal emergency management/emergency services staff, and emergency management/emergency services personnel whose responsibilities include emergency management exercises. This includes exercise training officers, emergency managers, emergency services personnel from fire, emergency medical, hospitals, law enforcement, public works/utilities, community service/volunteer agencies, and private entities who participate in emergency services/emergency management exercise development, control/simulation, and evaluation teams or who manage exercise programs. Priority for participation is given to EMI Resident MEPP Candidates.

**Prerequisites:**

**Required:** The participant must have completed IS-120, *An Orientation to Community Disaster Exercises* and IS-139, *Exercise Design*.

**Recommended:** The participant should have some knowledge of emergency management operations and exercises.

**Course Length:** 4½ days  
**CEUs:** 2.5

## Exercise Development (E136)

This course builds on the principles and concepts taught in E132, *Exercise Design and Evaluation* and the E133, *Exercise Program Management and Control Simulation* courses. Participants will be challenged to acquire in-depth knowledge and skills related to the exercise development process, including exercise management, control, simulation, and evaluation. An emphasis is placed on the construction of sound exercise planning documents and a team approach to major accomplishments in the exercise process, including exercise development, conduct, and evaluation. Participants are challenged to acquire and apply complex exercise control/simulation and evaluation methods and techniques. Participants functioning in a team environment will develop, conduct, and evaluate

complex functional exercises during the conduct of the course.

**Selection Criteria:** This is the third course required for EMI Resident MEPP Candidates. The course is also open to State, FEMA regional, other federal agency staff, State, local and tribal emergency management/emergency services staff emergency management/emergency services personnel whose responsibilities include emergency management exercises. This includes exercise training officers, emergency managers, emergency services personnel from fire, emergency medical, hospitals, law enforcement, public works/utilities, community service/volunteer agencies, and private entities who participate in emergency services/emergency management exercise development, control/simulation, and evaluation teams or who manage exercise programs.

**Prerequisites:**

**Required:** The participant must have completed IS-120, *An Orientation to Community Disaster Exercises* and IS-139, *Exercise Design*.

**Recommended:** The participant should have substantial knowledge of emergency management exercises.

**Course Length:** 4½ days  
**CEUs:** 2.5

## **Non-Resident Courses**

Non-resident courses are offered by the state training offices. To find out more information about these courses, please contact your state office (phone numbers and addresses are listed in this catalog on page 203).

The Integrated Emergency Management curriculum also includes courses (offered by state emergency management agencies) that are designed to improve the overall exercise capabilities of local, tribal, state, and federal organizations. Five courses which feature job aids complete an overall Comprehensive Exercise Curriculum (CEC). These courses will provide all of the building blocks necessary to achieve a performance-based curriculum in simulation and exercise.

The *Exercise Program Manager/Management Course* was designed to provide higher level program management skills in developing performance-based exercise systems. An *Exercise Control/Simulation* course will enable participants to establish effective exercise control and simulation teams. The *Exercise Controller/Simulator* and *Exercise Evaluator Workshops in Emergency Management (WEMs)* are designed as utility training packages to train staff to perform these critical tasks in the conduct of emergency management exercises. When coupled with FEMA's Comprehensive Exercise Program as coordinated by state offices of emergency management, the learning and performance-based experience in this curriculum can establish the foundation for an excellent community- and system-wide emergency response system.

The Emergency Management Institute developed the Master Exercise Practitioner (MEP) Program in FY 1999 to recognize those individuals who successfully complete all the training courses in the CEC. G138, *Exercise Practicum*, is available for those individuals who wish to earn the title Master Exercise Practitioner. The practicum is a self-directed and negotiated series of 11 proficiency demonstrations in which the MEP candidate will be challenged to apply the knowledge, skills, and abilities acquired through participation in CEC courses to emergency management exercises.

State emergency management agencies serve as sponsors for MEP candidates. When the MEP candidate has successfully completed G138, *Exercise Practicum*, the sponsor may request through their respective FEMA regions that EMI award the Master Exercise Practitioner title to recognize the high level of achievement in this specialized field.

## **MASTER EXERCISE PRACTITIONER PROGRAM**

The overall goal of the non-resident MEP program is to establish a level of professional achievement and recognition for persons charged with administering and conducting emergency management exercise programs and activities.

The award of the MEP title is a means of recognizing individuals who have completed the

field *Comprehensive Exercise Curriculum (CEC)* and have demonstrated, through hands-on application of knowledge and skills in proficiency demonstrations, a high level of professionalism and capability in the arena of emergency management exercises.

Individuals who wish to earn the non-resident MEP title must enroll in the G138, *Exercise Practicum* as administered by state emergency management agencies and FEMA regions in order to complete the specific exercise proficiency demonstrations.

The CEC is comprised of the following:

- IS-120** *An Orientation to Community Disaster Exercises* (Independent Study) (description on page 183)
- IS-139** *Exercise Design* (description on page 183)
- G130** *Exercise Evaluation* (description on page 175)
- G135** *Exercise Control/Simulation* (description on page 176)
- E136** *Exercise Development* (EMI Resident) (description on page 173)
- G137** *Exercise Program Manager/Management* (description on page 176)
- G138** *Exercise Practicum* (For MEP Candidates Only) (description on page 176)
- G250.8** *Exercise Controller/Simulator WEM* (description on page 177)
- G250.9** *Exercise Evaluator WEM* (description on page 177)

## **Emergency Management Operations Course (EMOC) for Local Governments (G110)**

The EMOC is designed for local communities or tribal governments that may not be able to participate in FEMA's resident *Integrated Emergency Management Courses*. The EMOC is an exercise-based program with planning sessions that begin weeks prior to the actual course, and it includes classroom sessions and exercises. The flexible format of the EMOC allows it to be conducted in a 2½-day or 3-day format. The purpose of the EMOC is to improve operational capabilities as they relate to managing emergencies in the local community.

The course places emphasis on the Emergency Operations Center (EOC) as a focal point for managing a simulated emergency.

**Selection Criteria:** Elected and appointed city and county officials. These include mayor, city manager, city council, county commissioner, county manager, and other key positions, such as emergency management director and public information officer. Also included as eligible participants are upper- and mid-management personnel, including supervisory, operational, and communications staff from the fire service, law enforcement, public works, and emergency medical services. Volunteer groups also should participate.

## **Exercise Evaluation (G130)**

This 2-day course provides knowledge and develops skills that will enable those attending to manage exercise evaluation activities before, during, and after an emergency management exercise.

**Selection Criteria:** State, FEMA regional, and local emergency management and emergency services staff who have the responsibility of managing exercise evaluation activities associated with the overall emergency management functions or emergency service disciplines, such as fire, law enforcement, emergency medical services, public works, and community service/volunteer agencies and organizations.

### **Prerequisites:**

**Required:** None.

**Recommended:** The participant must have substantial knowledge of emergency operations within his/her organization and the assigned responsibility to manage the evaluation function or serve as an evaluation team leader as part of the community's exercise program.

## Exercise Control/Simulation (G135)

This 2-day course is designed for experienced emergency exercise staff to perform tasks as chief exercise controllers or control team leaders for emergency management exercises. Participants are challenged to examine exercise concepts and objectives, develop exercise control plans, and perform an examination of the tasks necessary to perform effective exercise control and simulation for tabletop, functional, and full-scale exercises.

**Selection Criteria:** State, FEMA regional, other federal agency staff, and local emergency management/emergency services staff who have the responsibility of functioning as chief exercise controller or exercise control team leader in their respective organization's/jurisdiction's comprehensive exercise program activities.

### **Prerequisites:**

**Required:** None.

**Recommended:** The participant must have substantial knowledge of emergency management operations and exercises within his/her organization and the assigned responsibility to function as chief exercise controller or control team leader/member. EMI recommends participants complete IS-120, *An Orientation to Community Disaster Exercises* and G139, *Exercise Design* course.

## Exercise Program Manager/Management (G137)

This 2½-day course provides knowledge, skills, and job aids to assist local, state, and federal personnel in implementing their roles and responsibilities as exercise program managers. Work products developed during the course will be useful for the participant to develop or upgrade his or her comprehensive exercise program.

**Selection Criteria:** State, FEMA regional, other federal agency staff, and local emergency management/emergency services staff who have the responsibility to initiate and/or maintain their

respective organization's/jurisdiction's overall exercise program.

### **Prerequisites:**

**Required:** The participant must have substantial knowledge of emergency management operations and exercises within his/her organization and the assigned responsibility to initiate and/or upgrade the overall comprehensive exercise program.

**Recommended:** EMI recommends that participants complete IS-120, *An Orientation to Community Disaster Exercises*, G139, *Exercise Design* course, and G130, *Exercise Evaluation* course.

## Exercise Practicum for the Master Exercise Practitioner (G138)

This activity consists of a series of self-directed and negotiated proficiency demonstrations of the knowledge, skills, and abilities acquired through the completion of courses in the Comprehensive Exercise Curriculum (CEC). The proficiency demonstrations are structured in three major areas of concentration: exercise design and control, exercise evaluation, and exercise management/program management. Practicum sponsors will monitor the completion of 11 major proficiency demonstrations. In this manner, capabilities gained in classroom instruction can be applied to actual emergency management exercises as conducted by local, state, and federal agencies.

**Selection Criteria:** State, FEMA regional, other federal agency staff, and local/tribal emergency management/emergency services staff who have the responsibilities related to the design, development, performance, and evaluation of emergency management exercises. Applicants must declare their intention of completing the CEC offerings and earn the Master Exercise Practitioner title.

### **Prerequisites:**

**Required:** The participant must have completed IS-120, *An Orientation to Community Disaster Exercises* and G139, *Exercise Design*, and must be accepted by

the Practicum sponsor as a Master Exercise Practitioner candidate.

### **Workshop: Emergency Management (WEM) (G250)**

This special workshop deals with specific emergency management activities and problems. It is intended to cover nonadministrative, innovative, or situational emergency management training subjects that may normally confront local directors. It does not replace any current course or segments of courses. The following workshop modules are available for use in conducting WEM workshops.

### **Exercise Controller/Simulator (G250.8)**

This 6-hour workshop is designed for use with specific exercises to prepare individuals to function as exercise controllers and/or simulators. Participants, given a job aid, will identify tasks, define roles and responsibilities, demonstrate proper use of the master scenario event list, and solve potential/actual exercise problems and issues related to exercise controller/simulator roles.

**Selection Criteria:** State, FEMA regional, other federal agency staff, and local emergency management/emergency services staff who have responsibility to function as exercise controller/simulator in his/her respective organization's/jurisdiction's comprehensive exercise program activities.

**Prerequisites:**

**Required:** None.

**Recommended:** The participant must have substantial knowledge of emergency management operations and exercises within his/her organization and the assigned responsibility of functioning as a control/simulation team leader or member.

### **Exercise Evaluator (G250.9)**

This 6-hour workshop is designed for use with specific exercises to prepare individuals to function as exercise evaluators. Participants, given a job aid, will define roles and responsibilities, review evaluation plans and individual assignments, demonstrate proper use of evaluation plans and individual points of review, data collection techniques, and solve evaluation-related problems and issues.

**Selection Criteria:** State, FEMA regional, other federal agency staff, and local emergency management/emergency services staff who are responsible for functioning as exercise evaluators in their respective organization's/jurisdiction's comprehensive exercise program activities.

**Prerequisites:**

**Required:** None.

**Recommended:** The participant must have substantial knowledge of emergency management operations and exercises within his/her organization and the assigned responsibility to function as an evaluation team leader or member.

## **Independent Study**

The Federal Emergency Management Agency's Independent Study Program is delivered through the Emergency Management Institute (EMI) and consists of 50 self-paced courses. Each course is supported with specialized sets of course materials. These materials include practice exercises, unit reviews, glossaries, subject matter appendices, and a final examination. The average course completion time is 10 hours; however, each course has its estimated study hours listed with the course descriptions that follow. Those who score 75 percent or better on the final examination are issued a certificate of achievement.

**Enrollment Options** (There are no enrollment fees.)

1. All **individual enrollment** requests must be submitted on the Internet. Go to [www.training.fema.gov/emiweb/is](http://www.training.fema.gov/emiweb/is) and select a course.
2. **Group Enrollments** may be coordinated for groups of five or more participants. **Each group enrollment** must include all of the above for each participant on the group roster with the name and contact information for the group enrollment coordinator.

**Study Options:** There are several options by which participants can review and study course materials.

- Where indicated, the course may be taken as an online Web computer-based training (CBT).
- The courses may also be downloaded from the Independent Study Web site (<http://training.fema.gov/emiweb/is/>).

**Group Enrollment Requests:** May be submitted to the EMI Independent Study office by:

- **Fax** to (301) 447-1201;
- **By United States Postal Service** to:

FEMA Independent Study Program  
Emergency Management Institute  
16825 South Seton Avenue  
Emmitsburg, Maryland 21727-8998

**College credits** may be obtained for each successfully completed course or group of courses. For information regarding applications for academic credit and fees, visit the college credit section of the IS Web site.

**Continuing Education Units (CEUs)** are granted for each course upon successful completion.

**Military retirement and retention points:**

FEMA does not award military retirement and retention points. However, Army, Air Force, and Coast Guard reserve personnel not on extended duty **may** earn points upon successful completion if determined appropriate by the participant's unit or branch of service. The unit or branch of service will also determine the number of points awarded and acceptable courses. Please refer all requests on this matter to your unit administrator.

To contact the FEMA Independent Study office:

- **Phone:** (301) 447-1200
- **Fax** to (301) 447-1201
- **E-mail** at [independent.study@dhs.gov](mailto:independent.study@dhs.gov)
- **United States Postal Service**

FEMA Independent Study Program  
Emergency Management Institute  
16825 South Seton Avenue  
Emmitsburg, Maryland 21727



## Emergency Manager (IS-1)

This Independent Study course is for emergency managers and related professionals from federal, state, and local offices in the field of emergency management. This course provides an overview of the field of emergency management, the job of the emergency manager, and the four phases of emergency management: mitigation, preparedness, response, and recovery as they are implemented in a comprehensive emergency management program. The course consists of a text, illustrations, diagrams, figures, and an accompanying toolkit on CD-ROM. The CD-ROM toolkit contains supplementary information as well as aids for performing the emergency management job including: sample budget, emergency management plans, and other materials. This course cannot be downloaded from the Independent Study Web site (<http://training.fema.gov/emiweb/is/>) since it contains a CD-ROM toolkit. The exam can be taken on the Independent Study Web site.

**Prerequisites:** None.

**CEUs:** 1.0

**Study Hours:** 10 hours.

## Radiological Emergency Management (IS-3)

This Independent Study course contains information on a variety of radiological topics, including:

- Fundamental principles of radiation
- Nuclear threat and protective measures
- Nuclear power plants
- Radiological transportation accidents
- Other radiological hazards

This course is a prerequisite for *Fundamentals Course for Radiological Response* (G320). The course materials can be downloaded from the Independent Study Web site (<http://training.fema.gov/emiweb/is/>) and the test can be completed and submitted online. This is also available on the virtual campus as a Web

(online) delivered course. It is located at the previously cited Web site.

**Prerequisites:** None.

**CEUs:** 1.0.

**Study Hours:** 10.

## Hazardous Materials: A Citizen's Orientation (IS-5)

This Independent Study course provides a general introduction to hazardous materials that can serve as a foundation for more specific research. The course has five units. Unit 1: Health and Environmental Regulations explains the roles of federal, state, and local governments in reducing hazardous materials risks, and reviews the key provisions of critical federal legislation. Unit 2: Hazardous Materials Identification Systems discusses the two major hazardous materials identification systems currently being used in the United States. It also outlines how communities should be able to recognize a terrorist use of toxic industrial chemicals as weapons of mass destruction. Unit 3: Identifying Hazardous Materials provides an overview of locations in which these materials are commonly found and discusses ways of determining what particular chemicals, with what health effects, exist in these locations. Unit 4: Hazardous Materials and Human Health introduces many of the basic terms used to discuss hazardous materials problems, and explains how hazardous materials enter and move through the body and the environment. Unit 5: Preparing for Hazardous Materials Incidents shows what local communities can do to increase their preparedness to respond to hazardous materials accidents of any size. It also identifies steps individuals can take to protect themselves in an incident. This course can be downloaded from the Independent Study Web site (<http://training.fema.gov/emiweb/is/>) and the test can be completed and submitted online.

**Prerequisites:** None.

**CEUs:** 1.0.

**Study Hours:** 10.

## **A Citizen's Guide to Disaster Assistance (IS-7)**

This Independent Study course provides a basic understanding of the roles and responsibilities of the local community, state, and the federal government in providing disaster assistance. It is appropriate for both the general public and those involved in emergency management who need a general introduction to disaster assistance. This course can be downloaded from the Independent Study Web site

(<http://training.fema.gov/emiweb/is/>) and the test can be completed and submitted online.

**Prerequisites:** None.

**CEUs:** 1.0.

**Study Hours:** 10.

## **Building for the Earthquakes of Tomorrow: Complying with Executive Order 12699 (IS-8)**

This course provides the participant with the background necessary to understand the effects of Executive Order (EO) 12699, signed by President Bush in 1990. In the wake of the Loma Prieta earthquake of October 1989, this EO requires all federally owned, leased, or financed new buildings to comply with strict earthquake building design set forth in the National Earthquake Hazard Reduction Plan (NEHRP) Recommended Building Provisions. The NEHRP has provided a base for all national building codes for seismic design.

The course is a nontechnical discussion of earthquakes, building design, and the requirements of the EO. It is for local officials including mayors, city managers and commissioners, local council persons, building inspectors, zoning officials, building designers, and others concerned with this topic. The materials for this course can NOT be downloaded. However, the test can be completed and submitted online at the Independent Study Web site (<http://training.fema.gov/emiweb/is/>).

**Prerequisites:** None.

**CEUs:** 1.0.

**Study Hours:** 10.

## **Animals in Disaster: Module A "Awareness and Preparedness" (IS-10)**

Module A of this two-part course is designed to increase the awareness and preparedness of animal owners and care providers. It includes sections on typical hazards, how these can affect animals, and what responsible animal owners can do to prepare for or avoid such hazards. This course can be downloaded from the Independent Study Web site

(<http://training.fema.gov/emiweb/is/>) and the test can be completed and submitted online.

**Prerequisites:** None.

**CEUs:** 1.0.

**Study Hours:** 10.

## **Animals in Disaster: Module B "Community Planning" (IS-11)**

Module B, the second part of the *Animals in Disaster* course, is intended to guide emergency management officials, animal owners, care providers, and those in the commercial industry in preparing disaster plans. The goal of this module is to provide sufficient information to enable the animal care community and emergency management officials to meet and develop meaningful and effective plans that improve the care of animals in times of disaster. This course can be downloaded from the Independent Study Web site (<http://training.fema.gov/emiweb/is/>) and the test can be completed and submitted online.

**Prerequisites:** None.

**CEUs:** 1.0.

**Study Hours:** 10.

### **Property Acquisition (Buyout) for Local Communities (Restricted to FEMA, State, and local officials in the Acquisition Buyout Program) (IS-12)**

Property acquisition is a way to reduce repetitive losses, primarily those resulting from floods. Properties that are repeatedly damaged from floods may be eligible for purchase, relocation, or elevation through a state-managed grant program to local communities. Once property is acquired and structures removed, it is then maintained as open space, such as a park, which will suffer little damage in future flooding. This course familiarizes the state and local officials with the property acquisition process under FEMA's Hazard Mitigation Grant Program. Using the guidance manual for the acquisition program, this course takes the participant through the steps required to successfully apply for and implement a program in his/her own community. Sample forms and job aids are provided to assist participants in preparing applications, reports, and other requirements to participate and manage the program. The course is for state and local officials who will manage or administer property acquisition programs in their own jurisdictions.

**Prerequisites:** None.

**CEUs:** 1.0.

**Study Hours:** 10.

### **Special Events Contingency Planning for Public Safety Agencies (IS-15)**

Almost every community is host at one time or another to a special event, whether it is a fair, parade, sporting event, or another type of mass gathering. This course is intended for representatives of the public safety team involved in development of the event contingency plan. The course has numerous activities based on a series of planning aids. These planning aids include contingency plan considerations for law enforcement, fire, emergency medical, public health, public works, and emergency management. The test can be completed and submitted online at the

Independent Study Web site  
(<http://training.fema.gov/emiweb/is/>).

**Prerequisites:** None.

**CEUs:** .4.

**Study Hours:** 4.

### **Are You Ready? An In-Depth Guide to Citizen Preparedness (IS-22)**

The *Are You Ready? An In-Depth Guide to Citizen Preparedness* has been designed to help the citizens of this nation learn how to protect themselves and their families against all types of hazards. It can be used as a reference source or as a step-by-step basic preparedness manual. The focus of the content is on how to develop, practice, and maintain emergency plans that reflect what must be done before, during, and after a disaster to protect people and their property. Also included is information on how to assemble a disaster supplies kit that contains the food, water, and other supplies in sufficient quantity for individuals and their families to survive.

There are real benefits to being prepared.

- Being prepared can reduce fear, anxiety, and losses that accompany disasters. Communities, families, and individuals should know what to do in the event of a fire and where to seek shelter during a tornado. They should be ready to evacuate their homes and take refuge in public shelters and know how to care for their basic medical needs.
- People also can reduce the impact of disasters and sometimes avoid the danger completely through such actions as flood proofing, elevating a home, moving a home out of harm's way, and securing items that could shake loose in an earthquake.

By reading and following the instructions in this guide, you and your family can respond yes, when asked, are you ready?

This course can be downloaded from the Independent Web site (<http://training.fema.gov/emiweb/is/>) and the end-of-course test can be completed and submitted online.

**Prerequisites:** None.

**CEUs:** 1.0.

**Study Hours:** 10.

## Household Hazardous Materials (IS-55)

The course will introduce you to household hazardous materials and things you can do to protect yourself and your family from injury or death.

In the 1<sup>st</sup> unit, you will learn about basic chemical and physical properties, the ways chemicals enter your body, and the effects chemicals have on your body.

In the 2<sup>nd</sup> and 3<sup>rd</sup> units, you will learn about cleaning products, lead, mercury, gasoline, compressed gases, carbon monoxide, medical supplies, chlorine, pesticides, and much more.

In the last two units, you will cover labels, personal protective equipment, proper disposal methods, preventive measures to take before natural disasters, and less toxic alternatives.

Dangers from chemical products depend greatly on the individuals using them. Chemicals are safe to use when people read the directions and use them correctly. This course is available both online or by requesting a CD-ROM from (<http://training.fema.gov/emiweb/is/>). It will take 1 to 3 hours to complete all the units and take the final exam.

(Technical Requirements: Internet Explorer 5.5 or higher. You may encounter problems when viewed in Netscape browser. Quicktime viewer to view panoramic picture (in CD version only) and Windows Media Player to view video clips.)

**Prerequisites:** None.

**CEUs:** .3.

**Study Hours:** 3.

## Introduction to the Incident Command System, I-100, for Federal Disaster Workers (IS-100)

This course is designed to give an introduction to the principles, common terminology, and position responsibilities when responding to an event using the Incident Command System.

The course specifically discusses major ICS functions and their primary responsibilities, ICS organizational units, span of control, major incident facilities, and the function of each, what an Incident Action Plan is and how it is used, and the common responsibilities associated with incident assignments from the federal disaster response workforce perspective.

**Prerequisites:** None.

**CEUs:** .3.

**Study Hours:** 3.

## Livestock In Disasters (IS-111)

This Independent Study course is for farmers, extension agents, emergency managers and others who have interests in the livestock industry. It describes the various hazards that animals can face and how to mitigate for them, as well as how to respond to an actual disaster. The livestock industry is a multi-billion dollar business that provides food for the American people as well as those overseas. It is important to insure our livestock are safe from hazards and will not suffer from the effects of hazards. This course can be downloaded from the Independent Study Web site (<http://training.fema.gov/emiweb/is/>) and the test can be completed and submitted online.

**Prerequisites:** None.

**CEUs:** 1.0.

**Study Hours:** 10.

## An Orientation to Community Disaster Exercises (IS-120)

This Independent Study course includes a ½" VHS videocassette and a student manual, and provides an orientation to the types of exercises used to test and evaluate a community's emergency plan. The content illustrates the eight basic steps in exercise design and emphasizes the use of a design team to ensure the success of a community's exercise program. Because this course is on video, it CANNOT be downloaded. However, the test can be completed and submitted online at the Independent Study Web site (<http://training.fema.gov/emiweb/is/>).

**Prerequisites:** None.

**CEUs:** 1.0.

**Study Hours:** 10.

## Professional Development Series Certificate of Completion

Those who complete all Professional Development Series (PDS) courses are eligible to receive a PDS Certificate of Completion. The courses are, in recommended order of completion: IS-230, IS-235, IS-242, IS-241, IS-240, IS-244, and IS-139.

## Exercise Design (IS-139)

Emergency managers, emergency services personnel, and individuals who are part of the emergency preparedness and response communities at all levels of government need to be able to use the fundamentals of exercise simulation and design as an integrated system of resources and capabilities. This course is designed to develop exercising skills in the following areas:

- Comprehensive exercise program
- The exercise process
- Exercise design steps
- Tabletop, Functional, and Full-scale exercises
- Exercise evaluation

- Exercise enhancements
- Designing a functional exercise

This course is available for download from the IS Web site.

**Prerequisites:** None.

**CEUs:** 1.5.

**Study Hours:** 15.

## Basic Incident Command System (IS-195)

This Independent Study course provides a general introduction to the Incident Command System (ICS) for individuals who have emergency response duties. It is designed as a multidiscipline course with various incident scenarios and activities. Units of study include:

- Introduction to the Incident Command System (ICS),
- The ICS Orientation, Incident Facilities,
- Incident Resource Management, and Incident Command System Assignments.

(This course also may be delivered in the classroom (1½ days). FEMA has developed an Instructor Guide.)

The content of this course is generally equivalent to National Interagency Incident Management System (NIIMS) training modules 1-6 (1-100/200).

This course can be downloaded from the Independent Study Web site (<http://training.fema.gov/emiweb/is/>) and the test can be completed and submitted online. This course has a Web-interactive version (CBT) available from this Web site.

**Prerequisites:** None.

**CEUs:** 1.0.

**Study Hours:** 10.

## Basic Incident Command System, I-200, for Federal Disaster Workers (IS-200)

This course is designed to identify the actions that support ICS features and principles, describing in more detail elements such as: establishment and transfer of command, management by objectives, unified command, ICS management functions, organizational flexibility, unity and change of command, span of control, incident action plans, resource management, common terminology and clear text, integrated communications, and personnel accountability. A disaster scenario threads throughout the course to describe the common responsibilities associated with incident assignments from a federal disaster response workforce perspective.

This course has been developed to complement the I-100 course for federal disaster workers, and to take the participant's education to the ICS 200 level. The specific target audience is the FEMA disaster response workforce and others involved in disaster response to the Incident Command System. **IS-200 does not replace the IS-195 Basic ICS course, but serves as a companion especially developed for federal disaster workers.**

*Prerequisites:* None.

*CEUs:* .3.

*Study Hours:* 3.

## State Disaster Management (IS-208)

This course provides fundamental information on the disaster assistance process and disaster assistance programs. During a disaster, states must be responsive to local jurisdictions and must effectively acquire and distribute federal resources. State disaster management is complex, requiring that state staff members have accurate information on the federal programs available and work with federal counterparts in the management of those programs. As a State Coordinating Officer (SCO), you play a critical role in managing the response and recovery operations. Other state staff that have a vital role includes Operations Officers, Individual

Assistance (IA) Officers, Public Assistance (PA) Officers, Hazard Mitigation Officers (HMO), Community Relations Managers, and Public Information Officers.

*Prerequisites:* None.

*CEUs:* 1.0.

*Study Hours:* 10.

## Information and Planning Overview (IS-228)

This course includes knowledge about the action planning process, documentation requirements, situation analysis techniques, and how to ensure information is properly disseminated to all elements of a disaster operation such as would be evidenced in an incident command, EOC, or disaster field office environment.

*Prerequisites:* None.

*CEUs:* 1.0.

*Study Hours:* 10.

## Principles of Emergency Management (IS-230)

Understanding the fundamental principles and practices of emergency management provides a framework for the future professional growth of every emergency manager and responder. This course is designed to provide a basic framework for understanding emergency management in the following areas:

- Overview of the Integrated Emergency Management System
- The emergency management cycle
- The Plan as program centerpiece
- Functions of an emergency management program
- Emergency management program participants
- Applying emergency management principles

This course is available for download from the Independent Study Web site.

**Prerequisites:** None.

**CEUs:** 1.0.

**Study Hours:** 10.

## **Emergency Planning (IS-235)**

Being able to use all the basic elements of the planning process gives emergency managers, planners, and other stakeholders a basis for working together to shape the community's disaster response to all types of hazards and problems. This course is designed to provide common experience of a properly structured Emergency Operations Plan in the following areas:

- The planning process
- Hazard analysis
- The basic plan
- Annexes and appendices
- Implementing instructions

**Prerequisites:** None.

**CEUs:** 1.0.

**Study Hours:** 10.

## **Leadership and Influence (IS-240)**

Being able to lead others—to motivate them to commit their energies and expertise to achieving the shared mission and goals of the emergency management system—is a necessary and vital part of the job for every emergency manager, planner, and responder. This course is designed to improve your leadership and influence skills. It addresses:

- Leadership from within
- How to facilitate change
- How to build and rebuild trust
- Using personal influence and political savvy

- Fostering an environment for leadership development

**Prerequisites:** None.

**CEUs:** .9.

**Study Hours:** 9.

## **Decision Making and Problem Solving (IS-241)**

Being able to make decisions and solve problems effectively is a necessary and vital part of the job for every emergency manager, planner, and responder. This course is designed to improve your decision-making skills. It addresses:

- The decision making process
- Decision making styles
- Attributes of an effective decision maker
- Ethical decision making and problem solving

**Prerequisites:** None.

**CEUs:** .8.

**Study Hours:** 8.

## **Effective Communication (IS-242)**

Being able to communicate effectively is a necessary and vital part of the job for every emergency manager, planner, and responder. This course is designed to improve your communication skills. It addresses:

- Basic communication skills
- How to communicate in an emergency
- How to identify community-specific communication issues
- Using technology as a communication tool
- Effective oral communication
- How to prepare an oral presentation.

**Prerequisites:** None.

**CEUs:** .8.

**Study Hours:** 8.

## Developing and Managing Volunteers (IS-244)

This course is for emergency managers and related professionals working with all types of volunteers and coordinating with voluntary organizations. This course will provide procedures and tools for building and working with voluntary organizations. Topics include benefits and challenges of using volunteers; building a volunteer program; writing job descriptions; developing volunteers through recruitment, placement, training, supervision and evaluation; coordinating with voluntary agencies and community-based organizations; and special issues such as spontaneous volunteers, liability, and stress. This course is designed for all audiences including federal, state, tribal, local emergency management, voluntary agencies, and affiliated organizations. This course can be downloaded from the Independent Study Web site (<http://training.fema.gov/emiweb/is/>).

The test can be completed and submitted online or the materials may be shipped.

**Prerequisites:** None.

**CEUs:** 1.0.

**Study Hours:** 10.

## Coordinating Environmental and Historic Preservation Compliance (IS-253)

This interactive computer-based course is designed to:

- Provide the user with the basic background and practical knowledge needed to participate in FEMA's environmental and historic preservation review process.
- Help the user understand how the environmental/historic preservation review

process applies to various job responsibilities within FEMA's programs.

- Provide the resources necessary for the user to accomplish environmental/historic preservation responsibilities.

This course was completed March 2004 and is online.

**Prerequisites:** None.

**CEUs:** 1.0.

**Study Hours:** 10.

## Anticipating Hazardous Weather and Community Risk (CD-ROM Only) (IS-271)

This course will help you, the emergency manager, anticipate and prepare for hazardous weather more effectively by:

- Enhancing your ability to recognize potentially hazardous weather and flooding situations and how they may affect your community.
- Familiarizing you with National Weather Service (NWS) products so that you understand how to use and interpret forecasts.
- Encouraging you to develop a partnership with the NWS well in advance of a threat. This course has four main sections: Weather, Hazards, Forecasting, and Warning Partnership.

Enrollment to receive a CD-ROM is limited to members of the emergency management community.

Enrollment on the Web is accomplished by accessing

<http://www.training.fema.gov/emiweb/is/>

**Prerequisites:** None.

**CEUs:** 1.0.

**Study Hours:** 10.



## **The Emergency Operations Center's (EOC's) Role in Community Preparedness, Response, and Recovery Operations (IS-275)**

This course is a prerequisite for G275, *Emergency Operations Center (EOC) Management and Operations*. The goal of this Independent Study course is to provide the reader with an understanding of the vital role an EOC plays in the community's overall preparedness, response, and recovery activities.

This course includes a workbook and videotape, *The Role of the EOC*, which the reader may keep for future reference. Because this course is on video, it can NOT be downloaded. However, the test can be completed and submitted online at the Independent Study Web site (<http://training.fema.gov/emiweb/is/>).

**Prerequisites:** None.

**CEUs:** 1.0.

**Study Hours:** 10.

## **Retrofitting Flood-Prone Residential Buildings (IS-279)**

This Independent Study course is recommended prior to attendance at EMI's more technical resident course of the same title (E279). The course provides the users with an overview of retrofitting, the National Flood Insurance Program (NFIP), and minimum requirements of floodplain management as it relates to retrofitting methods, and parameters that influence retrofitting decisions.

This course format is programmed instruction which allows you to work at your own pace. This course can be downloaded from the Independent Study Web site (<http://training.fema.gov/emiweb/is/>) and the test can be completed and submitted online.

**Prerequisites:** None.

**CEUs:** 1.0.

**Study Hours:** 10.

## **The Role of Voluntary Agencies in Emergency Management (IS-288)**

This Independent Study course is intended to educate the reader about the vital role that voluntary agencies play as key partners in providing disaster relief services throughout the entire emergency management cycle (i.e., mitigation, preparedness, response, and recovery). This course can be downloaded from the Independent Study Web site (<http://training.fema.gov/emiweb/is/>) and the test can be completed and submitted online.

**Prerequisites:** None.

**CEUs:** 1.0.

**Study Hours:** 10.

## **Disaster Basics (IS-292)**

This course will provide individuals with the basic information about federal disaster programs and operations. It will prepare the FEMA personnel for response to recovery operations whether assigned to a Regional Operations Center (ROC), an Emergency Operations Center (EOC), Joint Field Office (JFO), or other FEMA fixed facility. Other FEMA employees may complete the course as a prerequisite for other training.

**Prerequisites:** None.

**CEUs:** 1.0.

**Study Hours:** 10.

## **Radiological Emergency Response (IS-301)**

This course is a prerequisite to the resident course B301, *Radiological Emergency Response Operations (RERO)*. The goal of this Independent Study course is to provide a learning experience in which participants demonstrate a comprehensive understanding of radiological protection and response principles, guidelines, and regulations that will prepare them for the operations course (RERO). This course can be downloaded from the Independent Study Web site (<http://training.fema.gov/emiweb/is/>)

and the test can be completed and submitted online.

**Prerequisites:** None.

**CEUs:** 1.0.

**Study Hours:** 10.

## **Modular Emergency Radiological Response Transportation Training (MERRTT) (IS-302)**

This course is a series of modules for emergency responders to learn about response to transportation incidents and accidents that involve radiological materials. This course is a joint sponsorship with FEMA and the Department of Energy (DOE). DOE is one of the largest shippers of radiological materials. This series of modules can be taken to refresh knowledge and skills about emergency response for any type of incident involving the shipment of radiological materials. Topics range from radiation fundamentals to public information and ICS relationships.

**Prerequisites:** None.

**CEUs:** 1.0.

**Study Hours:** 10.

## **Introduction to Community Emergency Response Teams (IS-317)**

This course prepares the participant to take the performance-based *Community Emergency Response Team (CERT)* training offered in a classroom setting by his/her community. Also, graduates of the CERT program are encouraged to complete the Independent Study to reinforce principles learned during training.

CERT is part of the President's Citizen Corps initiative. Local government or its representative sponsors to program in the community. The goal is to educate about and prepare them for their local hazards.

To read more about the CERT program, visit the Web site at

<http://training.fema.gov/emiweb/cert/index.asp>.

**Selection Criteria:** This course is available to people who want to learn more about the CERT program and the skills that are taught during the classroom training.

**Prerequisites:** None.

**CEUs:** .8.

**Study Hours:** 8.

## **Community Hurricane Preparedness (CD-ROM Only) (IS-324)**

This computer-based course is to provide those involved in the decision making process for hurricanes with basic information about:

- How hurricanes form.
- The hazards they pose.
- How the National Weather Service forecasts future hurricane behavior.
- What tools and guiding principles can help emergency managers prepare their communities.

Because of limited quantities, the CD-ROM is only available to members of the emergency management community and officials with decision making responsibility at the local, state, or federal levels, who work with hurricane-prone areas. Others who are interested in completing the course can access it at the following Web site:

<http://meted.ucar.edu/hurricane/chp/index.htm>

(Technical requirements: Windows 95, 98, or NT 4.0, Intel Pentium Processor, 133 MHz or faster, Windows compatible sound card, 4x or greater CD-ROM drive, 16 MB RAM.)

**Prerequisites:** None.

**CEUs:** 1.

**Study Hours:** 10.

## Refresher Course for Radiological Response (IS-330)

This individualized instruction is available on videotape and workbook for the individual to review monitoring techniques, protective actions, and radiation information for all types of radiation emergencies. Access to a ½" VHS video player and television is required. The videotape may be kept for future refresher training. CD-ROM format also is available.

**Prerequisites:** Successful completion of G320, *Fundamentals Course for Radiological Response*. Participants should submit a copy of their certificates along with the enrollment application.

**CEUs:** 1.0.

**Study Hours:** 10.

## Introduction to Radiological Emergency Preparedness (REP) Exercise Evaluation (IS-331)

This Web-based course is designed for federal evaluators of offsite response exercises in FEMA's REP program. The course is a prerequisite to the L304, *REP Exercise Evaluation* course which is delivered in the regions. Course topics include basic REP concepts and terminology, evaluator role and responsibilities, and evaluation areas.

**Prerequisites:** None.

**CEUs:** 1.0.

**Study Hours:** 10.

## Hazardous Materials Prevention and Planning (IS-340)

Welcome to the IS-340, *Hazardous Materials Prevention and Planning* course. Hazardous materials pose a continuing and growing emergency risk for local jurisdictions across the nation. The effectiveness of local response to hazardous materials emergencies depends upon the skill and expertise of local responders, and the quality of local response plans and training.

EMI has designed this course to assist states, tribes, and local communities to better prepare for and respond to HMI.

Hazardous materials plan development is a difficult and challenging job that requires a high level of skill and knowledge from planners charged with these responsibilities. Due to local funding shortages and frequent staff turnover at the state and local levels in the planning arena, and because of the complexity of hazardous materials planning requirements, there continues to exist a significant performance problem and training requirement for hazardous materials planning. This course will provide you the assistance and confidence needed to effectively plan for and respond to HMI, through sound emergency planning and with the highest level of safety for response personnel within your jurisdiction.

The course will consist of nine lessons, excluding the Course Introduction. It will be interactive and conclude with an end-of-course examination. The units will address: Why Plan for HazMat Incidents? The Basis for HazMat Planning; Beginning the Planning Process; Identifying Hazards; Analyzing Vulnerabilities; Establishing Response Priorities; Assessing Resources; Developing the HazMat Appendix; and a Summary with Final Examination. Time to complete this online course will be approximately 4 hours.

You will enroll when you complete the online answer sheet for the final exam.

**NOTE:** The security FEMA provides on the EMI Independent Study courses requires Netscape version 4.76 or above, and Microsoft Internet Explorer 5.5 or above. Both browsers are available as free downloads by visiting the respective Web sites.

- Interactive Web-based course—New

This interactive Web-based course is located in the National Emergency Training Center Virtual Campus at another location. When you click the link above, you will be routed to that location. If you have not registered at the Virtual Campus before, you need to hit the "New Student" button when it appears and follow the instructions. Once you are registered, you can select "Course Catalog" at the top of the screen and then select

“IS-340” from the list. Please visit important information to see how to use the Virtual Campus.

- Download FREE Acrobat Reader
- Download Final Exam Questions—pdf
- Take Final Exam

**Prerequisites:** None.

**CEUs:** 1.0.

**Study Hours:** 10.

### **Orientation to Hazardous Materials for Medical Personnel (IS-346)**

This self-study guide is designed to prepare medical and hospital personnel to analyze hazardous materials situations, take the necessary steps to assure medical provider safety, and identify appropriate resources for decontamination and medical care. This course serves as the prerequisite for the field (non-resident) course G346, *Hospital Emergency Department Management of Hazardous Materials Accidents (HMA)*. This course can be downloaded from the Independent Study Web site (<http://training.fema.gov/emiweb/is/>) and the test can be completed and submitted online.

**Prerequisites:** None.

**CEUs:** 1.0.

**Study Hours:** 10.

### **Multi-Hazard Emergency Planning for Schools (IS-362)**

This Independent Study course will provide individuals with the basic information and tools needed to develop effective plans for the wide array of potential emergencies that schools may face. It addresses: understanding emergency management; recruiting your planning team; assessing your hazards; developing your plan; planning for terrorism, and training and testing your plan.

The audience for this course includes all who are responsible for planning and responding to school emergencies.

This course can be downloaded from the Independent Study Web site (<http://training.fema.gov/emiweb/is/>)

**Prerequisites:** None.

**CEUs:** .8.

**Study Hours:** .8.

### **Introduction to Residential Coastal Construction (IS-386)**

This is a very comprehensive, advanced level course. This course will introduce the learner to basic information about residential coastal construction. Some unit topics include coastal environment, regulatory requirements and identifying hazards. The target audience is engineers, architects, and building code officials. Floodplain management, hazard mitigation, planning and building officials with building science knowledge are also part of the target audience. This course can be downloaded from the Independent Study Web site (<http://training.fema.gov/emiweb/is/>) and the test can be completed and submitted online.

**Prerequisites:** None.

**CEUs:** 1.4.

**Study Hours:** 14.

## Introduction to Mitigation (IS-393)

This Independent Study course provides an overview of the basic mitigation knowledge that is needed to initiate interested parties into the field of mitigation and hazards threatening the community mitigation strategies, responsibilities, and resources, and about building a program.

Completion of this course is a prerequisite for participation in the *Mitigation for Emergency Managers* course, G393. This course can be downloaded from the Independent Study Web site (<http://training.fema.gov/emiweb/is/>) and the test can be completed and submitted online.

**Prerequisites:** None.

**CEUs:** 1.0.

**Study Hours:** 10.

## Mitigation for Homeowners (IS-394)

This course is designed for homeowners and small businesses. The course will introduce mitigation and assist in identifying the natural hazards which affect their communities and to which they are most vulnerable, as well as, the potential risks that could affect their homes during disasters; and, in determining which mitigation actions they should undertake to reduce the risk of potential damage to their families, homes and property from disaster.

It provides the homeowner with nontechnical mitigation techniques for the home, both pre-disaster (preventive) and post-disaster (corrective) that will reduce disaster costs and the impacts of natural hazards. This course can be downloaded from the Independent Study Web site (<http://training.fema.gov/emiweb/is/>) and the test can be completed and submitted online.

**Prerequisites:** None.

**CEUs:** 1.0.

**Study Hours:** 10.

## The Professional in Emergency Management (IS-513) (Temporarily Unavailable)

This course is for any professional in emergency management or anyone who is looking for a career in the profession. It is designed to give a broader professional outlook for versatile emergency managers. These professionals will be able to coordinate outside the home jurisdiction and apply skills to hazards and circumstances in any part of the country.

There are two parts to this book. One part is an orientation to the national assets coordinated by FEMA and the federal role in disaster management. The other part is devoted to increasing knowledge of a wider range of hazards. We have joined these two different topics in one book because they represent the broader field of emergency management. This course can be downloaded from the Independent Study Web site (<http://training.fema.gov/emiweb/is/>) and the test can be completed and submitted online.

**Prerequisites:** None.

**CEUs:** 1.0.

**Study Hours:** 10.

## Continuity of Operations (COOP) Awareness (IS-546) (Available October 2005)

This 1-hour Web-based course will provide all public sector employees a fundamental understanding of continuity of operations, terms, objectives, and benefits to your organization. It gives a brief overview of the elements of a viable COOP capability. This awareness course provides information on how a COOP event might affect you, your organization and your family, whether you are a member of your organization's COOP team or not.

**NOTE:** This class is also available in a flexible delivery format (i.e., may be delivered in a classroom setting—with participants taking the final exam online. Contact the Independent Study office for information.)

**Prerequisites:** None.

**CEUs:** .1.

**Study Hours:** 1.

### **Introduction to Continuity of Operations (COOP) (IS-547)**

This 5-hour Web-based course is designed for a broad federal audience—from senior managers to those directly involved in the Continuity of Operations (COOP) planning effort. The course provides a working knowledge of the COOP guidance found in Federal Preparedness Circular 65, “Federal Executive Branch Continuity of Operations.” The course provides activities to enhance your COOP program.

**NOTE:** This class is also available in a flexible delivery format (i.e., may be delivered in a classroom setting—with participants taking the final exam online. Contact the Independent Study office for information.)

**Prerequisites:** None.

**CEUs:** .5.

**Study Hours:** 5.

### **Continuity of Operations (COOP) Program Manager Course (IS-549) (Available October 2005)**

This Web-based course is designed for public sector staff with responsibility for managing their agency/office COOP effort. Others integral to the COOP planning and program management may also take the course.

The course objectives include defining COOP, explaining the benefits of a viable COOP program and plan, identifying processes,

resource, and tasks necessary to implement and manage a successful COOP program.

**NOTE:** This class is equivalent to the classroom based G549 COOP Program Manager Course.

**Prerequisites:**

**Required:** None.

**Recommended:** IS-547 COOP Planning.

**CEUs:** 1.2.

**Study Hours:** 12.

### **Special Considerations for FEMA Public Assistance Projects (IS-600)**

Special considerations are issues, other than eligibility, that affect the scope of work and funding for FEMA Public Assistance projects. These issues include insurance, hazard mitigation, environmental considerations, and historical considerations. Noncompliance with these issues can result in applicant loss of funding, delays in project approval, legal action, and negative publicity. Timely identification and resolution of special considerations issues can prevent these consequences. This Independent Study course provides a baseline for identifying special considerations issues, guidelines for applicant documentation, and steps for timely resolution. The target audience for this course includes federal, state, and local disaster workers with assignments in FEMA’s Public Assistance Program. Two videotapes accompany this workbook. Because this course is on video, it can NOT be downloaded. However, the test can be completed and submitted online at the Independent Study Web site (<http://training.fema.gov/emiweb/is/>).

**Prerequisites:** None.

**CEUs:** 1.0.

**Study Hours:** 10.

## **Introduction to the Public Assistance Process (IS-630)**

This Independent Study program is a CD-ROM, computer-based training program. It includes four units of instruction covering such topics as an overview, eligibility, kick-off meeting, project formulation, and small project validation. The materials include a section on “How to take this course”—an interactive summary activity, and a resource center which includes public assistance policy publications, forms, glossary, link to FEMA’s Web site, and end-of-course examination. The course is designed for all audiences including federal, state, tribal, and local emergency management staffs with responsibilities in FEMA’s Public Assistance Program. It is highly recommended for nonpublic assistance personnel who need a basic understanding of the process. Course materials are not available for downloading due to imbedded video, but enrollment is available via the FEMA Web site (<http://www.training.fema.gov/emiweb/is/>).

**Prerequisites:** None.

**CEUs:** .2.

**Study Hours:** 2.

## **Public Assistance Operations I (IS-631)**

This is a CD-ROM computer based training (CBT) course. It replaces the resident course, E381, *Public Assistance Operations I*. The units of instruction cover such topics as initial operations, governing documents, eligibility, special considerations, project formulation (worksheet and validation), and a summary. The course also includes a resource center that includes public assistance policy publications, forms, glossary, a link to FEMA’s Web site, and an end-of-course exam. This CBT Course is designed for all audiences including federal, state, tribal, local emergency management, and contractor staffs with responsibilities in FEMA’s Public Assistance Program. Course materials are NOT available for downloading due to imbedded video but enrollment is available via the FEMA Web site at: [www.training.fema.gov/emiweb/emicourses/](http://www.training.fema.gov/emiweb/emicourses/)

**Prerequisites:** IS-630, *Introduction to the Public Assistance Process*.

**CEUs:** .7.

**Study Hours:** 7.

## **Introduction to Debris Operations in FEMA’s Public Assistance Program (IS-632)**

This course is a CD-ROM computer-based training (CBT) course. The course is designed into two major topic areas—General Debris Removal Operations and Critical Issues in Debris Operations. There is also a resource center which includes Public Assistance documents, test resources (exam), sample forms, key content, and a link to the FEMA Web site.

Course is designed for all audiences including federal, state, tribal, local emergency management, and contractor staffs with debris removal responsibilities in FEMA’s Public Assistance Program. It is recommended for all staff required to take an introductory course in debris operations. Course materials are NOT available for downloading due to imbedded video, but enrollment is available via the FEMA Web site at [www.training.fema.gov/emiweb/emicourses/](http://www.training.fema.gov/emiweb/emicourses/)

**Prerequisites:** None.

**CEUs:** .5.

**Study Hours:** 5.

## **Building Partnerships with Tribal Governments (IS-650)**

Effective partnerships form and evolve because the individual partners have an understanding, appreciation, and respect for one another that they acquire through education and life experiences. This course is designed to provide the basic knowledge needed to build effective partnerships with tribal governments and to work in concert with them to protect native people and their property against all types of hazards.

Throughout this course, tribal representatives speak about their history, their culture, their way

of life, and what people need to know to develop good relationships with them. What they say will provide insight into a people who have endured great suffering and challenges but remain proud and committed to taking care of one another, their land, and their traditions.

There are lessons devoted to specific program challenges in working with tribal people to provide monetary and technical assistance through the Individual Assistance, Public Assistance, and Hazard Mitigation Programs. For example, getting the word out about how and where to apply for disaster assistance to native people who live in remote areas and are not served by traditional print and mass media networks. The program challenges reflect actual experiences of native people and FEMA representatives working together before, during, and after disasters to deliver assistance in Indian Country.

Throughout the course, there are opportunities to test understandings by applying what has been learned to answer questions and to make decisions in response to real-life disaster scenarios.

**Prerequisites:** None.

**CEUs:** .1.0.

**Study Hours:** 10.

## NIMS, An Introduction (IS-700)

This Awareness-level course introduces the National Incident Management System (NIMS) and describes the purpose, principles, key components, and benefits of NIMS. It includes “Planning Activity” tools that help the user to measure how compliant his/her organization is with NIMS.

**Prerequisites:** None.

**CEUs:** .3.

**Study Hours:** 3.

**Access:** Register and complete the course online on the NETC Virtual Campus. Access this course through the NETC Virtual Campus, located at <http://training.fema.gov/emiweb>. Click on “NETC Virtual Campus” (under Courses on

the left side of the screen) and enter your name and password if you registered for other courses or click on “New Student” (fill in your information) to obtain a Login and Password to the Virtual Campus.

A printed version of this course and a facilitator’s guide are available for organizations wanting to deliver this in a classroom setting.

## The National Response Plan (NRP), An Introduction (IS-800)

The NRP specifies how the resources of the federal government will work in concert with state, local, and tribal governments and the private sector to respond to Incidents of National Significance. The NRP is predicated on the National Incident Management System (NIMS) and this course complements EMI course IS-700 National Incident Management System. The NRP and NIMS provide a nationwide template for working together to prevent or respond to threats and incidents regardless of cause, size, or complexity. The purpose of the course is to introduce the NRP and enable participants to:

- Describe the purpose of the NRP
- Locate information within the NRP
- Describe the roles and responsibilities of entities as specified in the NRP
- Identify the organizational structure used for NRP coordination
- Describe the field-level organizations and teams activated under the NRP
- Identify the incident management activities addressed by the NRP

The course is designed for the Department of Homeland Security (DHS), other federal department/agency staff responsible for implementing the NRP as well as state, local, and private sector emergency management professionals.

**Prerequisites:** None.

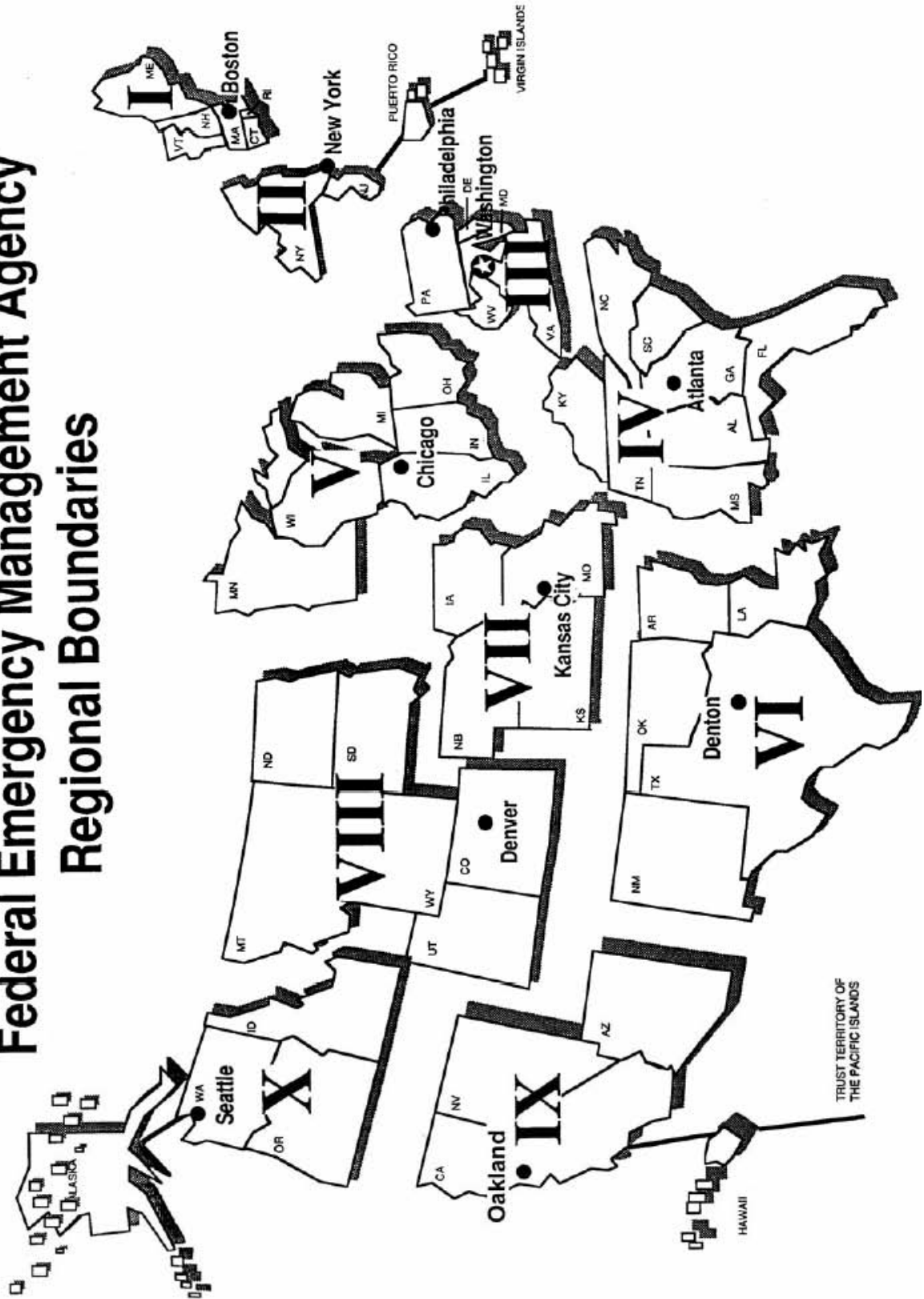
**CEUs:** None.

**Study Hours:** 3–6.





# Federal Emergency Management Agency Regional Boundaries



## FEMA Regional Offices

There are 10 FEMA regional offices. Each office is headed by a regional director who reports to the Undersecretary of Emergency Preparedness and Response and is responsible for FEMA programs in the region.

### Address

### States Served

#### Region I

99 High Street, 6<sup>th</sup> Floor  
Boston, Massachusetts 02110  
(617) 956-7506  
(617) 956-7550 (Training Office)  
FSN: 551-9550  
Fax: (617) 956-7519 or 956-7538  
E-mail: richard.quinlan@dhs.gov

Connecticut, Maine, Massachusetts, New  
Hampshire, Rhode Island, Vermont

#### Region II

26 Federal Plaza, Room 1307  
New York, New York 10278-0002  
(212) 680-3609  
(212) 225-7018 (Training Office)  
Fax: (212) 680-3681  
E-mail: russell.fox@dhs.gov

New Jersey, New York, Puerto Rico, Virgin Islands

#### Region III

One Independence Mall Building  
615 Chestnut Street, 6<sup>th</sup> Floor  
Philadelphia, Pennsylvania 19106-4404  
(215) 931-5500  
(215) 931-5569 (Training Office)  
FSN: 553-5569  
Fax: (215) 931-5714  
E-mail: janice.barlow@dhs.gov

Delaware, District of Columbia, Maryland,  
Pennsylvania, Virginia, West Virginia

#### Region IV

3003 Chamblee Tucker Road  
Atlanta, Georgia 30341  
(770) 220-5200  
(770) 220-5218 (Training Office)  
FSN: 554-5218  
Fax: (770) 220-5275  
E-mail: gayle.alston@dhs.gov

Alabama, Florida, Georgia, Kentucky, Mississippi,  
North Carolina, South Carolina, Tennessee

#### Region V

536 South Clark Street, 6<sup>th</sup> Floor  
Chicago, Illinois 60605  
(312) 408-5500  
(312) 408-5377 (Training Office)  
FSN: 555-5377  
Fax: (312) 408-5222  
E-mail: sharon.wolf@dhs.gov

Illinois, Indiana, Michigan, Minnesota, Ohio,  
Wisconsin

**Region VI**

Federal Regional Center  
800 North Loop 288  
Denton, Texas 76201-3698  
(940) 898-5399  
(940) 898-5457 (Training Office)  
FSN: 536-5399  
Fax: (940) 898-5263  
E-mail: kory.gabrielsen@dhs.gov

Arkansas, Louisiana, New Mexico, Oklahoma,  
Texas

**Region VII**

2323 Grand Boulevard, Suite 900  
Kansas City, Missouri 64108-2670  
(816) 283-7061  
(816) 283-7093 (Training Office)  
FSN: 537-7093  
Fax: (816) 283-7093  
E-mail: james.nelson@dhs.gov

Iowa, Kansas, Missouri, Nebraska

**Region VIII**

Federal Regional Center  
Building 710, Box 25267  
Denver, Colorado 80225-0267  
(303) 235-4800  
(303) 235-4929 (Training Office)  
FSN: 538-4929  
Fax: (303) 235-4857  
E-mail: anne.griffin@dhs.gov

Colorado, Montana, North Dakota, South Dakota,  
Utah, Wyoming

**Region IX**

111 Broadway, Suite 1200  
Oakland, CA 94607-4052  
(510) 627-7100  
(510) 627-7106 (Training Office)  
FSN: 539-7106  
Fax: (510) 627-7126 or 627-7117  
E-mail: wayne.schmaling@dhs.gov

Arizona, California, Hawaii, Nevada, Guam,  
American Samoa, Commonwealth of the Northern  
Mariana Islands

**Region X**

Federal Regional Center  
130 228<sup>th</sup> Street SW  
Bothell, Washington 98021-9796  
(425) 487-4600  
(425) 487-4603 (Training Office) or  
(425) 487-4684  
FSN: 530-4603  
Fax: (425) 487-4777  
E-mail: kathy.burke@dhs.gov

Alaska, Idaho, Oregon, Washington

## Regional Training Staff

### Region I

**Richard J. Quinlan. B.A.,** English/Communications. Experience: 16 years of experience in the emergency management field. Served as Regional Hazardous Materials Program Coordinator from June 1987 to June of 1993. Detailed to the Office of the Regional Director in 1995 to coordinate the Special Olympics World Games in New Haven, Connecticut. State Liaison Officer for the State of Vermont for the last 14 years and have worked in 17 presidentially declared disasters. Exercise Response 1998 coordinator for all Region I staff and all six New England states. Created and developed Regional Training Lab to enhance computer skills for Region I staff. Regional Training Manager for Regional and state staff. Cadre Manager for the Regional Disaster Field Training Organization (DFTO).

### Region II

**Russell Fox. B.A.,** Political Science/International Relations. Completed 2 years of graduate work toward Ph.D. in Political Science/Middle East Politics. Experience: More than 11 years designing, implementing, and managing training events/conferences and projects on a global basis. Includes 3 years experience at FEMA working in Mitigation and Preparedness Divisions working on post 9/11 mitigation projects, technological hazards assignments, and establishing the Citizen Corps/CERT training program for Region II. Six years experience at Peace Corps HQ as special projects manager, disaster/security coordinator, and training/conference specialist. Led international recovery and relief assessments to Guinea, Papua New Guinea and Jamaica; participated in 9 State Department Crisis Task Force Teams; and facilitated the implementation of the Pacific Initiative, a regional economic development programming and training strategy. Served 2 years as a Peace Corps Volunteer in Togo, West Africa.

### Region III

**Janice Barlow. B.S.,** Biology, M.A., Zoology, M.Ed., Instructional Systems: Training Design and Development (in progress). Experience: More than 15 years in the design, development, and management of training and performance improvement systems. Training solutions have included Classroom Training, Computer-Based Training, Web-Based Training, and Intelligent Tutoring Systems; has supported the United States Coast Guard, U.S. Navy, U.S. Army, and USDA Forest Service in the implementation and evaluation of training programs, knowledge management, and performance improvement solutions. Experience also includes 10 years as an Ordnance Officer in the U.S. Army with assignments as an instructor and Curriculum Manager for the U.S. Army Ordnance Center and School, Aberdeen Proving Grounds, Maryland.

### Region IV

**Gayle Alston. B.S.,** Education M.L.S. Library Science. Experience: 4 years as public school librarian, 6 years as Library and Records Manager at the EPA Atlanta Regional Office where responsibilities included computer training; 8 years Health Education Specialist at Agency for Toxic Substances and Disease Registry with responsibilities in delivering adult education programs and overseeing cooperative agreements in environmental health education.

### Region V

**Sharon Wolf. B.S.** Secondary Education and Social Studies, M.S. Educational Psychology. Experience: 10 years advising, counseling and teaching at Alverno College and the University of Wisconsin—Milwaukee School of Education. Seventeen years in the Response and Recovery Division of FEMA Region V, Human Services and Operations and Planning branches. Responsibilities included Individual Assistance and Operations/Planning program management and training of state staff, other federal agency staff and disaster assistance employees. Regional Training Manager since 1997.



## **Region VI**

**Reba L. Kestler.** Has 26 years of federal service, 21 of those years with FEMA Region VI. Currently serving as the Regional Training Manager and Tribal Liaison. She has served as a COG Planning Specialist, Regional Equal Rights Advisor, EMPG Program Manager, and the region's Grants Coordinator and continues as program manager for the SARA Title III and EOC construction grants. As the Grants Coordinator, she has worked extensively with the state offices of emergency management on many aspects of their FEMA grants including training and exercises. She has been closely involved in the regional training processes by facilitating workshops, developing training, and the implementation of grant guidance. FEMA disaster duties have included serving as a FEMA State Liaison in the state EOCs. She also participates in CSEPP exercises as an evaluator. She has an extensive career of successes in the coordination and implementation of programs and activities that support joint state and federal operations.

## **Region VII**

**Katherine Lark Stewart** B.S., Health Administration and a Master's certificate in Safety and Health. Experience: She has more than 18 years of experience in training for college programs in the medical arena, that included design, development, and credentialing for national certification of clinical and administrative elements in medical assisting. More than 14 years of combined voluntary and full-time employee experience as a Safety and Health instructor specialist and Disaster Service Human Resource (DHSR) with the American Red Cross. Continues to proctor examinations for the National Registry of Emergency Medical Technicians and maintains credentials as a Master Trainer for the National Safety Council in the Emergency Care Institute. Joined FEMA in 2001 working in the Chemical Stockpile Emergency Preparedness Program of the Technological Hazards Branch of Region X, eventually transferring to the Disaster Field Training Operations cadre for Region VII.

## **Region VIII**

**Anne Griffin.** B.A., French Language and Literature; M.S., Education (Teaching English as a Second Language). Responsible for Regional Training and Education Programs; administration and conduct of the major training and exercise programs of the state and tribal governments in the region; program evaluation. Experience: developer and manager of training and education curriculum for the U.S. Air Force School of Aerospace Medicine (USAFSAM); instructor and developer of English as a Second Language curriculum for the Defense Language Institute English Language Center (DLIELC); 13 years teaching English as a Second Language at university and adult education levels in the United States and Italy.

## **Region IX**

**Wayne E. Schmaling.** B.S., American History with a minor in Business Administration from the State University of New York. Regional Training Manager since 1996. Experience: 24 years of operations and training with the Department of Defense in world-wide assignments. Operated and taught English as a Second Language for 12 months while assigned to the United States Military Training Mission in Riyadh, Saudi Arabia. Four years university-level instructional experience at Niagara University, New York. Additional duties as faculty advisor for the Rifle Marksmanship and Self-Defense Modules at Niagara University. Regional Manager of the Disaster Field Training Organization and National Defense Executive Reserve Cadres. Eleven years of disaster experience with FEMA at such disasters as the Northridge, California, earthquake of 1994. Co-chair of the Regional Awards Review Team, and charter member of the Regional Safety Committee.

***Region X***

**Kathy J. Burke.** B.A., Health and Physical Education; M.A., Counseling; C.A.S., Education Counseling. Experience: Civil servant for 20 years. I began my federal career on active duty with the U.S. Air Force. This led me to several job opportunities on military bases working in the field of education and counseling. I worked as an education counselor, and as a family support counselor with the U.S. Air Force statewide and overseas for 10 years. The past 12 years I have been the Regional Training Manager for FEMA Region X. In this role, I manage employee development for full-time and intermittent employees. I manage the regional DFTO Cadre. I have worked on many projects to design and deliver training activities within the agency and in coordination with other federal agencies or academic institutions. I am a member of the American Society for Training Development (ASTD), SALT, International Association of Emergency Managers (IAEM), and the Seattle Federal Executive Board (SFEB) Learning Council.





## State Training Offices

### REGION I

#### *Connecticut*

Training Officer  
Connecticut Office of Emergency Management  
360 Broad Street  
Hartford, Connecticut 06105-3706  
(860) 566-5483  
Fax: (860) 247-0664  
E-mail: robert.christ@po.state.ct.us  
www.ct.gov/oem/

#### *Maine*

Training Officer  
Maine Emergency Management Agency  
72 State House Station  
Augusta, Maine 04333-0072  
(207) 624-4400  
Fax: (207) 287-3179  
E-mail: michael.f.grant@maine.gov  
www.state.me.us/mema/

#### *Massachusetts*

Training Officer  
Massachusetts Emergency Management Agency  
400 Worcester Road  
Framingham, Massachusetts 01702-5399  
(508) 820-2018  
Fax: (508) 820-2030  
E-mail: barbara.legatowicz@state.ma.us  
www.state.ma.us/mema

#### *New Hampshire*

Training Officer  
New Hampshire Office of Emergency  
Management  
33 Hazen Drive  
Concord, New Hampshire 03305-3809  
(603) 271-2661  
Fax: (603) 225-7341  
E-mail: rnieder@nhoem.state.nh.us  
www.nhoem.state.nh.us/

#### *Rhode Island*

Training Officer  
Rhode Island Emergency Management Agency  
645 New London Avenue  
Cranston, Rhode Island 02920-3097  
(401) 946-9996  
Fax: (401) 944-1891  
E-mail: michelle.sansouci@ri.ngb.army.mil  
www.state.ri.us/riema/riemaaa.html

#### *Vermont*

Training Officer  
Vermont Emergency Management Division  
Department of Public Safety  
103 South Main Street  
Waterbury, Vermont 05671-2101  
(802) 244-8721  
(800) 347-0488  
TTY: (888) 545-7598  
Fax: (802) 241-8655/5556  
E-mail: rschell@dps.state.vt.us  
www.dps.state.vt.us/vem

### REGION II

#### *New Jersey*

Training Officer  
New Jersey State Police/Office of Emergency  
Management  
P.O. Box 7068  
West Trenton, New Jersey 08628-0068  
(609) 538-6058  
Fax: (609) 538-0345  
E-mail: p030sorchike@gw.njsp.org  
www.state.nj.us/njoem/index.html

#### *New York*

State Training Officer  
New York State Emergency Management Office  
1220 Washington Avenue  
Building 22, Suite 101  
Albany, New York 12226-2251  
(518) 457-9986  
Fax: (518) 485-9405  
E-mail: william.campbell@semo.state.ny.us  
www.nysemo.state.ny.us/

### ***Puerto Rico***

Training Officer  
Puerto Rico Emergency Management Agency  
P.O. Box 9066537  
San Juan, Puerto Rico 00906-6597  
(787) 724-0124  
Fax: (787) 725-4244  
E-mail: fmarquez@aemead.gobierno.pr

### ***Virgin Islands***

State Training Officer  
Virgin Islands Territorial Emergency  
Management Agency (VITEMA)  
102 Estate Hermon Hill  
St. Croix, U.S. Virgin Islands 00820  
(340) 773-2244  
Fax: (340) 778-8980  
E-mail: haroldb@viaccess.net  
[www.usvi.org/vitema](http://www.usvi.org/vitema)

FEMA Caribbean  
P.O. Box 70105  
San Juan, Puerto Rico 00936-8105  
(787) 296-3514  
Fax: (787) 296-3642  
E-mail: jose.bravo@dhs.gov

## **REGION III**

### ***Delaware***

Training Officer  
Delaware Emergency Management Agency  
165 Brick Store Landing Road  
Smyrna, Delaware 19977-9628  
(302) 659-2233  
Fax: (302) 659-6855  
E-mail: mark.claveloux@state.de.us  
[www.state.de.us/dema](http://www.state.de.us/dema)

### ***District of Columbia***

Training Officer  
D.C. Emergency Management Agency  
2000 14<sup>th</sup> Street NW, 8<sup>th</sup> Floor  
Washington, DC 20009  
(202) 727-3150  
Fax: (202) 673-2290  
E-mail: chris.voss@dc.gov  
<http://dcema.dc.gov>

### ***Maryland***

Training Officer  
Maryland Emergency Management Agency  
Camp Fretterd Military Reservation  
5401 Rue Saint Lo Drive  
Reisterstown, Maryland 21136-4541  
(410) 517-3600  
(877) MEMA-USA  
Fax: (410) 517-3610  
E-mail: lholly-allen@mema.state.md.us  
[www.mema.state.md.us/](http://www.mema.state.md.us/)

### ***Pennsylvania***

Training Officer  
Bureau of Operations and Training  
Pennsylvania Emergency Management Agency  
2605 Interstate Drive  
Harrisburg, Pennsylvania 17110-9364  
(717) 651-2141  
Fax: (717) 651-2021  
E-mail: pweeks@state.pa.us  
[www.pema.state.pa.us/](http://www.pema.state.pa.us/)

### ***Virginia***

Training Officer  
Department of Emergency Management  
10501 Trade Court  
Richmond, Virginia 23236-3713  
(804) 897-6559  
Fax: (804) 897-6556  
E-mail: sam.hoffman@vdem.virginia.gov  
[www.vdem.state.va.us/](http://www.vdem.state.va.us/)

### ***West Virginia***

Training Officer  
West Virginia Office of Emergency Services  
Building 1, Room EB-80  
1900 Kanawha Boulevard East  
Charleston, West Virginia 25305-0360  
(304) 558-5380  
Fax: (304) 344-4538  
E-mail: jcox1@wvoes.state.wv.us  
[www.wvs.state.wv.us/wvoes](http://www.wvs.state.wv.us/wvoes)

**REGION IV**

***Alabama***

Training Officer  
Alabama Emergency Management Agency  
5898 County Road 41  
P.O. Drawer 2160  
Clanton, Alabama 35046-2160  
(205) 280-2312  
Fax: (205) 280-2444  
E-mail: lindae@ema.alabama.gov  
www.ema.alabama.gov

***Florida***

Training Officer  
Florida Division of Emergency Management  
2555 Shumard Oak Boulevard  
Tallahassee, Florida 32399-2100  
(850) 413-0261  
Fax: (850) 488-6250  
E-mail: rupert.dennis@dca.state.fl.us  
www.floridadisaster.org

***Georgia***

Training Officer  
Georgia Emergency Management Agency  
GPSTC  
1000 Indian Springs Drive  
Forsyth, Georgia 31029  
(478) 993-4612  
Fax: (478) 993-4260  
E-mail: gmoore@gema.state.ga.us  
www2.state.ga.us/GEMA/

***Kentucky***

Training Supervisor  
Kentucky Division of Emergency Management  
90 Airport Road  
Frankfort, Kentucky 40601  
(502) 607-5728  
Fax: (502) 607-5710  
E-mail: jill.roberts@ky.ngb.army.mil  
http://kyem.dma.state.ky.us/

***Mississippi***

Training Officer  
Mississippi Emergency Management Agency  
P.O. Box 4501  
Jackson, Mississippi 39296-4501  
(601) 366-3412  
Fax: (601) 987-9938  
(601) 352-8314  
E-mail: mrosamond@msema.org  
www.msema.org/index.htm

***North Carolina***

Training Officer  
North Carolina Division of Emergency  
Management  
4713 Mail Service Center  
Raleigh, North Carolina 27699-4713  
(919) 715-7437  
(919) 733-2500  
Fax: (919) 733-6327  
E-mail: sgalbraith@ncem.org  
www.dem.dcc.state.nc.us/

***South Carolina***

Training Officer  
South Carolina Emergency Management  
Division  
2779 Fish Hatchery Road  
West Columbia, South Carolina 29172  
(803) 737-8500  
Fax: (803) 737-8570  
E-mail: sbatson@emd.state.sc.us  
www.scemd.org

***Tennessee***

Training Officer  
Tennessee Emergency Management Agency  
3041 Sidco Drive  
Nashville, Tennessee 37204-1502  
(615) 741-2924  
Fax: (615) 741-4173  
E-mail: dpryor@tnema.org  
www.tnema.org/

## **REGION V**

### ***Illinois***

Training Officer  
Illinois Emergency Management Agency  
110 East Adams Street  
Springfield, Illinois 62701-1109  
(217) 557-4791  
Fax: (217) 557-1978  
E-mail: [gfelchner@iema.state.il.us](mailto:gfelchner@iema.state.il.us)  
[www.state.il.us/iema/](http://www.state.il.us/iema/)

### ***Indiana***

Training Officer  
Indiana State Emergency Management Agency  
ICGS  
302 West Washington Street, Room E208  
Indianapolis, Indiana 46204-2760  
(317) 232-3984  
Fax: (317) 234-0736  
E-mail: [hstegerman@sema.in.gov](mailto:hstegerman@sema.in.gov)  
[www.in.gov/sema](http://www.in.gov/sema)

### ***Michigan***

Training Officer  
Michigan State Police  
Emergency Management Division  
4000 Collins Road  
P.O. Box 30636  
Lansing, Michigan 48909-8136  
(517) 333-5033  
Fax: (517) 333-4987  
E-mail: [kirtg@michigan.gov](mailto:kirtg@michigan.gov)  
[www.michigan.gov](http://www.michigan.gov)

### ***Minnesota***

Training Officer  
Minnesota Homeland Security and Emergency  
Management  
444 Cedar Street, Suite 223  
St. Paul, Minnesota 55101-6223  
(651) 296-0472  
Fax: (651) 296-0459  
E-mail: [suzanne.donnell@state.mn.us](mailto:suzanne.donnell@state.mn.us)  
[www.hsem.state.mn.us/](http://www.hsem.state.mn.us/)

### ***Ohio***

Training Officer  
Ohio Emergency Management Agency  
2855 West Dublin-Granville Road  
Columbus, Ohio 43235-2712  
(614) 799-3824  
Fax: (614) 799-3831  
E-mail: [dkhartman@dps.state.oh.us](mailto:dkhartman@dps.state.oh.us)  
<http://ema.ohio.gov>

### ***Wisconsin***

Training Officer  
Wisconsin Emergency Management  
2400 Wright Street  
P.O. Box 7865  
Madison, Wisconsin 53707-7865  
(608) 242-3213  
Fax: (608) 242-3248  
E-mail: [jerry.haberl@dma.state.wi.us](mailto:jerry.haberl@dma.state.wi.us)  
<http://emergencymanagement.wi.gov/>

## **REGION VI**

### ***Arkansas***

Training Officer  
Arkansas Department of Emergency  
Management  
P.O. Box 758  
Conway, Arkansas 72033  
(501) 730-9791  
Fax: (501) 730-9754  
E-mail: [robert.johns@adem.state.ar.us](mailto:robert.johns@adem.state.ar.us)  
[www.adem.state.ar.us/](http://www.adem.state.ar.us/)

### ***Louisiana***

Training Officer  
Military Department  
Louisiana Office of Homeland Security and  
Emergency Preparedness  
7667 Independence Boulevard  
Baton Rouge, Louisiana 70806  
(225) 925-7500  
Fax: (225) 925-7501  
E-mail: [dconrad@loep.state.la.us](mailto:dconrad@loep.state.la.us)  
[www.ohsep.louisiana.gov](http://www.ohsep.louisiana.gov)

***New Mexico***

State Training Coordinator  
New Mexico Department of Public Safety  
P.O. Box 1628  
Santa Fe, New Mexico 87504-1628  
(505) 476-9630  
Fax: (505) 471-5922  
E-mail: [sharris@dps.state.nm.us](mailto:sharris@dps.state.nm.us)  
[www.dps.nm.org/emergency/index.htm](http://www.dps.nm.org/emergency/index.htm)

***Oklahoma***

Training Officer  
Oklahoma Department of Emergency  
Management  
P.O. Box 53365  
Oklahoma City, Oklahoma 73152-3365  
(405) 521-2481  
Fax: (405) 521-4053  
E-mail: [dale.magnin@dem.state.ok.us](mailto:dale.magnin@dem.state.ok.us)  
[www.odcem.state.ok.us/](http://www.odcem.state.ok.us/)

***Texas***

Training Officer  
Division of Emergency Management  
Texas Department of Public Safety  
5805 North Lamar Boulevard  
P.O. Box 4087  
Austin, Texas 78773-0001  
(512) 424-2195  
Fax: (512) 424-5647  
(512) 424-2444  
E-mail: [dennis.baker@txdps.state.tx.us](mailto:dennis.baker@txdps.state.tx.us)  
[www.txdps.state.tx.us/dem/](http://www.txdps.state.tx.us/dem/)

**REGION VII**

***Iowa***

Training Officer  
Iowa Homeland Security and Emergency  
Management Division  
Hoover State Office Building, Level A  
1305 East Walnut  
Des Moines, Iowa 50319  
(515) 281-3231  
Fax: (515) 281-7539  
E-mail: [connie.gilbert@hlsem.state.ia.us](mailto:connie.gilbert@hlsem.state.ia.us)  
[www.iowahomelandsecurity.org](http://www.iowahomelandsecurity.org)

***Kansas***

Training Officer  
Adjutant General's Department  
Kansas Division of Emergency Management  
2800 Southwest Topeka Boulevard  
Topeka, Kansas 66611-1287  
(785) 274-1413  
Fax: (785) 274-1426  
E-mail: [aallen@agtop.state.ks.us](mailto:aallen@agtop.state.ks.us)  
[www.accesskansas.org/kdem/](http://www.accesskansas.org/kdem/)

***Missouri***

Training Officer  
Missouri State Emergency Management Agency  
P.O. Box 116  
Jefferson City, Missouri 65102-0116  
(573) 526-9120  
Fax: (573) 634-7966  
E-mail: [jim.charrier@sema.dps.mo.gov](mailto:jim.charrier@sema.dps.mo.gov)  
[www.sema.state.mo.us/semapage.htm](http://www.sema.state.mo.us/semapage.htm)

***Nebraska***

Training Officer  
Nebraska Emergency Management Agency  
1300 Military Road  
Lincoln, Nebraska 68508-1090  
(402) 471-7409  
Fax: (402) 471-7433  
E-mail: [dewayne.morrow@nema.state.ne.us](mailto:dewayne.morrow@nema.state.ne.us)  
[www.nebema.org/](http://www.nebema.org/)

**REGION VIII**

***Colorado***

Training Officer  
Colorado Division of Emergency Management  
15075 South Golden Road  
Golden, Colorado 80401-3979  
(303) 273-1782  
Fax: (303) 273-1795  
E-mail: [stephanie.meetze@state.co.us](mailto:stephanie.meetze@state.co.us)  
[www.dola.state.co.us/oem/oemindex.htm](http://www.dola.state.co.us/oem/oemindex.htm)

### **Montana**

Training Officer  
State of Montana Disaster and Emergency  
Services  
P.O. Box 4789  
Helena, Montana 59604-4789  
(406) 841-3968  
Fax: (406) 841-3965  
E-mail: [fnaeher@state.mt.us](mailto:fnaeher@state.mt.us)  
[www.state.mt.us/dma/des/default.asp](http://www.state.mt.us/dma/des/default.asp)

### **North Dakota**

Training Officer  
North Dakota Division of Emergency  
Management  
P.O. Box 5511  
Fraine Barracks Lane, Building 35  
Bismarck, North Dakota 58506-5511  
(701) 328-8100  
Fax: (701) 328-8181  
E-mail: [kjarolim@state.nd.us](mailto:kjarolim@state.nd.us)  
[www.state.nd.us/dem](http://www.state.nd.us/dem)

### **South Dakota**

Training Officer  
Office of Emergency Management  
Department of Public Safety  
118 West Capitol Avenue  
Pierre, South Dakota 57501-5070  
(605) 773-3236  
Fax: (605) 773-3580  
E-mail: [dennis.anderson@state.sd.us](mailto:dennis.anderson@state.sd.us)  
<http://oem.sd.gov/home.htm>

### **Utah**

Training Officer  
Utah Division of Emergency Services and  
Homeland Security  
Room 1100, State Capital Office Building  
P.O. Box 141710  
Salt Lake City, Utah 84114 -1710  
(801) 538-3400/3758  
Fax: (801) 538-3770  
E-mail: [tedwoolley@utah.gov](mailto:tedwoolley@utah.gov)  
[www.des.utah.gov/](http://www.des.utah.gov/)

### **Wyoming**

Training Officer  
Wyoming Division of Homeland Security  
122 West 25<sup>th</sup> Street  
Herschler Building, 1<sup>st</sup> Floor East  
Cheyenne, Wyoming 82002  
(307) 777-4940  
Fax: (307) 635-6017  
E-mail: [gsimmo@state.wy.us](mailto:gsimmo@state.wy.us)  
<http://wyohomelandsecurity.state.wy.us/>

## **REGION IX**

### **Arizona**

Director, Education and Training  
Arizona Division of Emergency Management  
5636 East McDowell Road  
Phoenix, Arizona 85008  
(602) 231-6225  
Fax: (602) 231-6206  
E-mail: [jan.kimmell@azdema.gov](mailto:jan.kimmell@azdema.gov)  
[www.dem.state.az.us/](http://www.dem.state.az.us/)

### **California**

The California Specialized Training Institute  
Governor's Office of Emergency Services  
P.O. Box 8123  
San Luis Obispo, California 93403-8123  
(805) 549-3536  
Fax: (805) 543-0554  
E-mail: [rlewis@oes.ca.gov](mailto:rlewis@oes.ca.gov)  
[www.oes.ca.gov/Operational/OESHome.nsf](http://www.oes.ca.gov/Operational/OESHome.nsf)

### **Hawaii**

Hawaii State Civil Defense  
Attn: Training Officer  
3949 Diamond Head Road  
Honolulu, Hawaii 96816-4495  
(808) 733-4300  
Fax: (808) 733-4287  
E-mail: [wchung@scd.hawaii.gov](mailto:wchung@scd.hawaii.gov)  
[www.scd.state.hi.us/](http://www.scd.state.hi.us/)

***Nevada***

Nevada Division of Emergency Management  
ATTN: Training Officer  
2525 South Carson Street  
Carson City, Nevada 89711  
(775) 687-7361  
Fax: (775) 687-6788  
E-mail: ldegristina@dps.state.nv.us  
<http://dem.state.nv.us/>

***American Samoa***

Executive Director  
Territorial Emergency Management  
Coordinating Office (TEMCO)  
American Samoa Government  
P.O. Box 1086  
Pago Pago, American Samoa 96799  
(684) 699-6482  
Fax: (684) 699-6414  
E-mail: tvtemco@samoatelco.com

***Guam***

Director of Department of Military  
Affairs and Adjutant General of the Guam  
National Guard  
Office of Civil Defense  
Government of Guam  
P.O. Box 2877  
Building 221-B Chalan Palasyo  
Agana Heights, Guam 96910

***Northern Mariana Islands***

Director  
Emergency Management Office  
Commonwealth of the Northern Mariana Islands  
P.O. Box 10007  
Saipan, MP 96950  
(670) 322-9528  
(670) 322-9529  
Fax: (670) 322-7743  
E-mail: emodir@cnmiemo.org

***Republic of the Marshall Island (MH)***

Director  
National Disaster Management Office  
Office of the Chief Secretary  
P.O. Box 15  
Majuro, MH 96960-0015  
(692) 625-5181  
Fax: (692) 625-6896  
E-mail: ccapelle@majuro.peacesat.hawaii.edu

***Federated States of Micronesia (FM)***

National Disaster Control Officer  
Federated States of Micronesia  
P.O. Box PS-53  
Palikir, Pohnpei 96941  
(691) 320-8815  
Fax: (691) 320-2785

**REGION X**

***Alaska***

Training Officer  
Alaska Division of Homeland Security and  
Emergency Management  
P.O. Box 5750  
Ft. Richardson, Alaska 99505-5750  
(907) 428-7041  
(907) 428-7065  
Fax: (907) 428-7009  
E-mail: ted\_smith@ak-prepared.com  
roy\_bainbridge@ak-prepared.com  
[www.ak-prepared.com/](http://www.ak-prepared.com/)

***Idaho***

Training Officer  
Idaho Bureau of Homeland Security  
4040 Guard Street, Building #600  
Boise, Idaho 83705-5004  
(208) 334-3460  
Fax: (208) 334-2322  
E-mail: djackson@bhs.idaho.gov  
[www.bhs.idaho.gov](http://www.bhs.idaho.gov)

***Oregon***

Training Officer  
Oregon Emergency Management Division  
PO Box 14370  
Salem, Oregon 97309-5062  
(503) 378-2911  
Fax: (503) 373-7833  
E-mail: kjcraigm@oem.state.or.us  
[www.osp.state.or.us/oem/](http://www.osp.state.or.us/oem/)

***Washington***

Training Coordinator  
State of Washington Military Department  
Emergency Management Division  
Building 20, Mailstop TA-20  
Camp Murray, Washington 98430-5122  
(253) 512-7048  
Fax: (253) 512-7206  
E-mail: [r.garrand@emd.wa.gov](mailto:r.garrand@emd.wa.gov)

Exercise Training Officer  
State of Washington Emergency Management  
Division  
Building 20, Mailstop TA-20  
Camp Murray, Washington 98430-5122  
(253) 512-7045  
Fax: (253) 512-7206  
E-mail: [g.jersor@emd.wa.gov](mailto:g.jersor@emd.wa.gov)  
[www.emd.wa.gov/](http://www.emd.wa.gov/)



## Index of Courses and Topic Areas

### Categorized by NFPA 1600 Standard on *Disaster/Emergency Management and Business Continuity Programs*

*The National Fire Protection Association (NFPA) 1600 standard establishes a common set of criteria for disaster management, emergency management, and business continuity programs. The purpose of the standard is to provide those with the responsibility for disaster and emergency management and business continuity programs the criteria to assess current programs or to develop, implement, and maintain a program to mitigate, prepare for, respond to, and recover from disasters and emergencies. NFPA 1600 was developed in cooperation with representatives from the Federal Emergency Management Agency, the National Emergency Management Association, and the International Association of Emergency Managers.*

*EMI supports NFPA 1600 by providing activities that include training and education in all the program elements in the standard. These same program elements are included in FEMA's Capability Assessment for Readiness (CAR) that is used by the states to assess their emergency management programs.*

Course Code	Course Title	Laws & Authorities	Hazard Identification/ Risk Assessment	Hazard Mitigation	Resource Management	Planning	Command and Management	Comm & Warning	Operations & Procedures	Logistics & Facilities	Training	Exercises Evaluation & Corrective Actions	Crisis Comm, Public Educ & Information	Finance & Administration
E132	Exercise Design and Evaluation					X					X	X		
E133	Exercise Program Management and Control Simulation					X					X	X		
E136	Exercise Development					X			X		X	X		
E155	Building Design for Homeland Security		X	X		X								
E170	Advanced HAZUS Multi-Hazard (MH) for Hurricane		X	X		X								X
E172	Advanced HAZUS Multi-Hazard (MH) for Flood		X	X		X								X
E174	Advanced HAZUS Multi-Hazard (MH) for Earthquake		X	X		X								X
E179	Application of HAZUS Multi-Hazard (MH) for Disaster Operations		X	X		X								X
E190	Introduction to ArcGIS for HAZUS-MH Users		X	X		X								X
E202	Debris Management					X	X		X					
E208	State Coordinating Officer						X		X					
E210	Recovery from Disaster: The Local Government Role					X			X					
E234	Digital Hazard Data		X	X		X								
E241	Advanced Cooperating Technical Partners Course		X	X		X			X				X	X

Course Code	Course Title	Laws & Authorities	Hazard Identification/ Risk Assessment	Hazard Mitigation	Resource Management	Planning	Command and Management	Comm & Warning	Operations & Procedures	Logistics & Facilities	Training	Exercises Evaluation & Corrective Actions	Crisis Comm, Public Educ & Information	Finance & Administration
E273	Managing Floodplain Development Through the National Flood Insurance Program (NFIP)	X	X	X	X	X			X			X		X
E276	Benefit-Cost Analysis: Entry-Level Training			X		X								X
E278	National Flood Insurance Program/Community Rating System (NFIP/CRS)	X	X	X	X	X			X			X		X
E279	Retrofitting Flood-Prone Residential Buildings	X		X		X								X
E282	State Community Relations					X			X				X	
E288	State Donations Management Course				X	X	X		X	X			X	X
E296	HAZUS Multi-Hazard/ DMA 2000 Risk Assessment	X	X	X	X	X					X			X
B301	Radiological Emergency Response Operations (RERO)						X	X	X			X		
B302	Advanced Radiological Incident Operations (ARIO)		X		X	X	X	X	X			X		
L304	Radiological Emergency Preparedness (REP) Exercise Evaluation				X	X	X		X	X			X	X
E308	Using HAZUS in Mitigation Planning		X	X		X							X	X
E313	Basic HAZUS Multi-Hazard (MH)		X	X		X								X
E317	Comprehensive Data Management for HAZUS Multi-Hazard (MH)		X	X		X								
L324	Introduction to Hurricane Preparedness		X	X		X	X							
E340	Radiological Emergency Preparedness (REP) Planning	X	X			X	X	X	X	X	X			
E341	Radiological Accident Assessment Concepts (RAAC)		X									X		
E344	Mitigation for Tribal Officials		X	X		X	X				X	X	X	
E354	Crisis Counseling Grant Program Course (Basic)	X				X			X		X		X	

Course Code	Course Title	Laws & Authorities	Hazard Identification/ Risk Assessment	Hazard Mitigation	Resource Management	Planning	Command and Management	Comm & Warning	Operations & Procedures	Logistics & Facilities	Training	Exercises Evaluation & Corrective Actions	Crisis Comm, Public Educ & Information	Finance & Administration
E362	Multi-Hazard Emergency Planning for Schools TTT		X	X	X	X	X	X	X	X	X	X	X	X
E376	State Public Assistance Operations	X	X	X		X	X		X	X				X
E386	Residential Coastal Construction	X	X	X										
E388	Advanced Public Information Officers					X			X				X	
E407	Homeland Security Planning for Local Governments TTT	X	X		X	X	X	X	X	X		X	X	
B425	Radiological Series TTT								X		X			
E449	Incident Command System (ICS) Curricula TTT					X	X	X			X			
B461	Hospital Emergency Response Training (HERT) for Mass Casualty Incidents (MCI) TTT Course	X				X	X	X			X	X		
E464	Disaster-Resistant Jobs' Strategies for Community Emergency and Economic Risk (CEER) Management		X	X	X	X			X	X	X			X
E478	Public Assistance Grant Administration for States	X				X	X		X		X			X
E/L/B548	Continuity of Operations (COOP) Program Managers TTT Course	X	X			X					X	X		
E580	Emergency Management Framework for Tribal Governments	X	X	X	X	X	X	X		X	X	X	X	
E581	Emergency Management Operations for Tribal Governments	X	X	X	X	X	X	X	X	X	X	X	X	X
E601	Management and Supervision of Training										X			
E602	Performance and Needs Assessment										X			
E603	Instructional Design										X			
E604	Course Development										X			
E605	Instructional Delivery										X			
E607	Master Trainer Practicum										X			
E608	Alternate Delivery Methods										X			

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E900	IEMC/All Hazards: Preparedness and Response						X					X		
E901	IEMC/All Hazards: Recovery and Mitigation			X			X					X		
E905	IEMC/Hurricane: Preparedness and Response						X					X		
E906	IEMC/Hurricane: Recovery and Mitigation			X			X					X		
E910	IEMC/Earthquake: Preparedness and Response						X					X		
E911	IEMC/Earthquake: Recovery and Mitigation			X			X					X		
E915	IEMC/Homeland Security						X					X		
E916	IEMC/Food and Agriculture Terrorism													
E920	IEMC/Hazardous Materials: Preparedness and Response						X					X		
E925/ L925	IEMC/State: Response and Recovery						X					X		
E930	IEMC/Community Specific/All Hazards: Response and Recovery						X					X		
E931	IEMC/Community Specific/Hurricane: Response and Recovery						X					X		
E932	IEMC/Community Specific/Earthquake: Response and Recovery						X					X		
B960	Healthcare Leadership and Administrative Decision Making in Response to WMD Incidents Course					X	X				X	X		
B/L970	IEMC/Metropolitan Medical Response System (MMRS)					X	X				X	X		
K606	Evaluation of Training										X			
G108	Community Mass Care Management					X			X					
G110	Emergency Management Operations Course (EMOC) for Local Governments					X	X		X			X		

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G130	Exercise Evaluation											X		
G135	Exercise Control/Simulation											X		
G137	Exercise Program Manager/ Management											X		
G138	Exercise Practicum for the Master Exercise Practitioner												X	
G191	Incident Command System/Emergency Operations Center (ICS/EOC) Interface						X							
G194	Incident Command System (ICS) for Public Officials' Conference						X							
G197	Emergency Planning and Special Needs Populations		X		X	X	X		X		X			X
G200	Public Officials' Conference	X		X		X	X	X	X	X			X	X
G202	Debris Management						X		X	X				
G203	Public Assistance Applicants' Workshop	X		X			X		X					X
G225	Seismic Retrofit Training for Building Contractors and Inspectors	X		X										
G246	Disaster-Resistant Jobs Training			X							X			
G249	Managing People in Disasters: A Local Perspective						X							
G250.6	WEM: Amateur Radio Resources							X						
G250.7	WEM: Local Situation (RAPID) Assessment					X			X					
G250.8	WEM: Exercise Controller/Simulator										X	X		
G250.9	WEM: Exercise Evaluator										X	X		
G250.12	Senior Officials' Workshop: Preparedness and Response for Terrorist Incidents					X	X		X			X		
G253	FEMA Program Responsibilities: Coordinating Environmental and Historic Compliance	X												
G265	Instructional Delivery Skills (formerly G261, Instructional Presentation Skills)										X			

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G270.3	WEM (Response and Recovery): Expedient Flood Training										X			
G270.4	WEM (Response and Recovery): Recovery from Disaster: The Local Government Role				X	X	X		X					
G270.5	WEM (Response and Recovery): Managing Through a Disaster for Supervisors						X				X			
G270.6	WEM (Response and Recovery): Working Through a Disaster for Front-Line Employees						X				X			
G271	Hazardous Weather and Flood Preparedness					X								
G272	Warning Coordination						X	X						
G275	Emergency Operations Center (EOC) Management and Operations				X		X		X			X		
G276	Resource Management				X		X		X			X		
G277	Residential Coastal Construction	X	X	X										
G278	Benefit-Cost Analysis: Entry-Level Training			X		X								X
G279	Retrofitting Flood-Prone Residential Buildings	X		X		X								X
G280	Public Policy in Emergency Management	X				X							X	
G285	Benefit-Cost Analysis Using the Limited-Data Module: Intermediate Training			X		X								X
G288	Donations Management Workshop	X			X	X	X		X	X			X	X
G290	Basic Public Information Officers					X			X				X	
G300	Incident Command System (ICS), Intermediate, I-300				X	X	X		X	X				X
G301	Introduction to Hazardous Materials Preparedness	X	X			X		X						
G310.1	Weapons of Mass Destruction: Nuclear Scenario					X	X		X			X		
G310.2	Weapons of Mass Destruction: Radiological Scenario					X	X		X			X		

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G310.3	Weapons of Mass Destruction: Chemical-Sarin Scenario					X	X		X			X		
G310.4	Weapons of Mass Destruction: Chemical-Vx Scenario					X	X		X			X		
G310.5	Weapons of Mass Destruction: Biological-Anthrax Scenario					X	X		X			X		
G310.6	Weapons of Mass Destruction: Suicide Bomber Scenario					X	X		X			X		
G311	Hazardous Materials Contingency Planning		X			X			X					
G318	Mitigation Planning Workshop for Local Governments			X		X								
G320	Fundamentals Course for Radiological Response		X			X			X		X			
G346	Hospital Emergency Department Management of Hazardous Materials Accidents (HMA)					X			X		X			
G351	Who's in Charge Here?: Exercising Leadership in an Emergency or Disaster						X							
G357	Emergency Response to Criminal and Terrorist Incidents	X	X			X	X		X					
G358	Evacuation and Re-entry Planning Course	X				X	X	X	X				X	
G360	Hurricane Readiness Workshop		X			X								
G361	Flood Fight Operations						X							
G362	Multi-Hazard Emergency Planning for Schools		X	X	X	X	X	X	X	X	X	X	X	X
G365.3	WEM: Partnerships for Creating and Maintaining Spotter Groups				X									
G376	State Hazard Mitigation Planning			X		X								
G377	Regional Hazard Mitigation Planning			X		X								
G379	Interagency Hazard Mitigation Team Training			X		X								

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G386	Mass Fatalities Incident Response						X	X	X					
G393	Mitigation for Emergency Managers		X	X		X								X
G398.1	Earthquake Mitigation and Recovery Exercise		X	X	X	X	X		X	X		X		X
G398.2	Flood Mitigation and Recovery Exercise		X	X	X	X	X		X	X		X		X
G398.3	Hurricane Mitigation and Recovery Exercise		X	X	X	X	X		X	X		X		X
G400	Incident Command System (ICS), Advanced, I-400				X	X	X		X	X				X
G408	Homeland Security Planning for Local Governments	X	X		X	X	X	X	X	X		X	X	
G434	Earthquake Safety Program for Schools		X	X	X	X	X	X	X	X		X	X	X
G436	Earthquakes: A Teacher's Package for K-6		X	X	X	X	X	X	X	X		X	X	X
G439	Seismic Sleuths: A Teacher's Package on Earthquakes for Grades 7-12		X	X	X	X	X	X	X	X		X	X	X
G549	Continuity of Operations (COOP) Program Manager Course	X			X	X						X		
G901	Personal Protective Equipment (PPE)									X				
G902	CSEPP JIC Advisor												X	
G903	CSEPP Spokesperson Training												X	
G904	CSEPP Chemical Awareness					X					X			
G905	ACT FAST (Agent Characteristics Toxicity—First Aid and Special Treatment)										X			
G906	Response Phase Decontamination										X			
G907	Use of Auto-Injectors by Civilian Emergency Medical Personnel to Treat Civilians										X			
G908	Joint Information Center/Joint Information System (JICsaw III)												X	
G909	Technical Planning and Evaluation					X								



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G910	Techniques for CSEPP Program Instructors										X		X	
IS-1	Emergency Manager	X	X	X		X	X	X	X	X				
IS-3	Radiological Emergency Management		X			X	X			X			X	
IS-5	Hazardous Materials: A Citizen's Orientation		X			X								
IS-7	A Citizen's Guide to Disaster Assistance					X							X	
IS-8	Building for the Earthquakes of Tomorrow: Complying with EO 12699			X										
IS-10	Animals in Disaster: Module A, "Awareness and Preparedness"						X							
IS-11	Animals in Disaster: Module B, "Community Planning"	X	X	X	X	X							X	
IS-12	Property Acquisition (Buyout) for Local Communities			X		X								X
IS-15	Special Events Contingency Planning for Public Safety Agencies		X			X	X							
IS-22	Are You Ready? An In-depth Guide to Citizen Preparedness					X	X	X					X	
IS-55	Household Hazardous Materials		X	X										
IS-100	Introduction to the Incident Command System, I-100, for Federal Disaster Workers					X	X		X	X				
IS-111	Livestock in Disasters	X	X	X	X	X							X	
IS-120	An Orientation to Community Disaster Exercises					X						X		
IS-139	Exercise Design					X						X		
IS-195	Basic Incident Command System						X							
IS-200	Basic Incident Command System, I-200, for Federal Disaster Workers					X	X		X	X				
IS-208	State Disaster Management	X				X			X					
IS-228	Information and Planning Overview					X	X		X					

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IS-230	Principles of Emergency Management	X	X	X		X	X	X	X	X				
IS-235	Emergency Planning	X	X			X	X	X	X	X				X
IS-240	Leadership and Influence						X				X			
IS-241	Decision Making and Problem Solving						X				X			
IS-242	Effective Communication										X		X	
IS-244	Developing and Managing Volunteers				X		X							
IS-253	Coordinating Environmental and Historic Preservation Compliance													
IS-271	Anticipating Hazardous Weather and Community Risk		X			X								
IS-275	The EOC's Role in Community Preparedness, Response, and Recovery Operations						X						X	
IS-279	Retrofitting Flood-Prone Residential Buildings			X										
IS-288	Role of Voluntary Agencies in Emergency Management				X									
IS-292	Disaster Basics	X		X					X	X	X			
IS-301	Radiological Emergency Response	X	X				X		X					
IS-302	Modular Emergency Radiological Response Transportation Training (MERRTT)		X			X	X		X					
IS-317	Introduction to Community Emergency Response Teams		X	X	X	X			X	X	X			
IS-324	Community Hurricane Preparedness					X								
IS-330	Refresher Course for Radiological Response		X						X		X			
IS-331	Introduction to Radiological Emergency Preparedness (REP) Exercise Evaluation	X										X		
IS-340	Hazardous Materials Prevention and Planning													

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IS-346	Orientation to Hazardous Materials for Medical Personnel		X			X			X					
IS-362	Multi-Hazard Emergency Planning for Schools		X	X	X	X	X	X	X	X	X	X	X	X
IS-386	Introduction to Residential Coastal Construction	X	X	X										
IS-393	Introduction to Mitigation		X	X		X			X					
IS-394	Mitigation for Homeowners		X	X		X							X	
IS-513	The Professional in Emergency Management	X	X	X		X	X	X	X	X				
IS-546	Continuity of Operations (COOP) Awareness	X				X								
IS-547	Introduction to Continuity of Operations (COOP)	X				X								
IS-549	Continuity of Operations (COOP) Program Manager Course	X			X	X						X		
IS-600	Special Considerations for FEMA Public Assistance Projects					X			X					
IS-630	Introduction to the Public Assistance Process					X								
IS-631	Public Assistance Operations I	X							X					
IS-632	Introduction to Debris Operations in FEMA's Public Assistance Program								X					
IS-650	Building Partnerships with Tribal Governments	X		X		X			X					
IS-700	NIMS, An Introduction	X												
IS-800	The National Response Plan (NRP), An Introduction	X			X		X		X					



## Acronyms

ACE	American Council on Education
ACT FAST	Agent Characteristics Toxicity—First Aid and Special Treatment
APS	Advanced Professional Series
ARES	Amateur Radio Emergency Services
ARIO	Advanced Radiological Incident Operations
BC	Benefit-Cost
CBI	Computer-Based Instruction
CBT	Computer-Based Training
CDC	Centers for Disease Control and Prevention
CEC	Comprehensive Exercise Curriculum or Continuing Education Credit
CEM	Comprehensive Emergency Management and Certified Emergency Manager
CEO	Chief Executive Officer
CERT	Community Emergency Response Team
CEU	Continuing Education Unit
CFR	Code of Federal Regulations
COE	Corps of Engineers (U.S. Army)
COG	Continuity of Government
COOP	Continuity of Operations
CRS	Community Rating System
CSDP	Chemical Stockpile Disposal Program
CSEPP	Chemical Stockpile Emergency Preparedness Program
CTC	Conference and Training Center
DAE	Disaster Assistance Employee
DCPA	Defense Civil Preparedness Agency
DFIRM	Digital Flood Insurance Rate Map
DFO	Disaster Field Office
DFTO	Disaster Field Training Operation
DH	Disaster Housing
DHS	Department of Homeland Security
DMW	Donations Management Workshop
DOE	Department of Energy
DOJ	Department of Justice
DRC	Disaster Recovery Center
DRO	Disaster Recovery Operations
EAS	Emergency Alert System
EENET	Emergency Education NETwork
EEO	Equal Employment Opportunity
EMI	Emergency Management Institute
EMOC	Emergency Management Operations Course
EMS	Emergency Medical Services
EMT	Emergency Management Training
EO	Executive Order
EOC	Emergency Operations Center
EOP	Emergency Operations Plan
EPA	Environmental Protection Agency
EPI	Emergency Public Information
EST	Eastern Standard Time
ETO	Exercise and Training Officer
FBI	Federal Bureau of Investigation
FCO	Federal Coordinating Officer
FCRR	Fundamentals Course for Radiological Response
FEKC	FEMA Employee Knowledge Center

FEMA	Federal Emergency Management Agency
FMA	Flood Mitigation Assistance
FPA	Federal Preparedness Agency
FRERP	Federal Radiological Emergency Response Plan
FRP	Federal Response Plan
G	Graduate Program or Code for non-resident/field courses
GCO	Grant Coordinating Officer
GIS	Geographic Information System
GSA	General Services Administration
HAZUS	Hazards United States
HMA	Hazardous Materials Accidents
HMGP	Hazard Mitigation Grant Program
HS	Human Services
HUD	Department of Housing and Urban Development
IAEM	International Association of Emergency Managers
ICS	Incident Command System
ICS/EOC	Incident Command System/Emergency Operations Center
IEMC	Integrated Emergency Management Course
IEMS	Integrated Emergency Management System
IFGP	Individual and Family Grant Program
IHP	Individuals and Households Program
IS	Independent Study
JIC	Joint Information Center
JIS	Joint Information System
LD	Lower Division and Limited Data
LEP	Leadership Excellence Program
LEPC	Local Emergency Planning Committee
LRC	Learning Resource Center
MBDSI	Multi-Hazard Building Design Summer Institute
MEP	Master Exercise Practitioner
MMS	Mitigation Management Series
MTP	Master Trainer Program
NAWAS	National Warning System
NBC	Nuclear, Biological, and Chemical
NDER	National Defense Executive Reserve
NEHRP	National Earthquake Hazards Reduction Program
NEMIS	National Emergency Management Information System
NEPA	National Environmental Policy Act
NETC	National Emergency Training Center
NFA	National Fire Academy
NFDC	National Fire Data Center
NFIP	National Flood Insurance Program
NHPA	National Historic Preservation Act
NIMS	National Incident Management System
NTC	Noble Training Center
NTIS	National Technical Information Service
NUREG	Nuclear Regulatory Guide
NWS	National Weather Service
OMB	Office of Management and Budget
OSHA	Occupational Safety and Health Administration
PDA	Preliminary Damage Assessment
PDS	Professional Development Series
PIO	Public Information Officer
POC	Public Officials' Conference
POV	Privately Owned Vehicle
PPA	Performance Partnership Agreement

PPE	Personal Protective Equipment
PTA	Parent-Teacher Association
RAA	Radiological Accident Assessment
RAAC	Radiological Accident Assessment Concepts
RACES	Radio Amateur Civil Emergency Services
REP	Radiological Emergency Preparedness
RERO	Radiological Emergency Response Operations
RTM	Regional Training Manager
SARA	Superfund Amendments and Reauthorization Act of 1986
SCM	Survivable Crisis Management
SCO	State Coordinating Officer
SLE	State and Local Exercise
SLG	State and Local Guide
SOP	Standard Operating Procedures
TD	Technical Document
TEEM	Training Excellence Emergency Management
TTT	Train-the-Trainer
UD	Upper Division
URL	Uniform Resource Locator
USCG	U.S. Coast Guard
USFA	United States Fire Administration
VISTA	Volunteers In Service To America
VOAD	Voluntary Organizations Active in Disaster
WEM	Workshop: Emergency Management
WMD	Weapons of Mass Destruction
WWW	World Wide Web





**NOTE:** *This index contains only Resident, Non-Resident, and Independent Study courses offered by the Emergency Management Institute.*

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# United States Fire Administration Staff Directory

**NOTE:** All staff can be accessed via email as follows: `firstname.lastname@dhs.gov`

## U.S. Fire Administrator

**R. David Paulison**, Administrator, U.S. Fire Administration (USFA) FEMA Department of Homeland Security. R. David Paulison was appointed U.S. Fire Administrator in December 2001. As head of the USFA, Mr. Paulison also supports state and local fire service programs and oversees programs to reduce life and economic losses due to fire and related emergencies, in partnership with fire protection and emergency service communities. The USFA training components include the National Fire Academy, the Emergency Management Institute, and the Noble Training Center. These schools have trained more than 650,000 first responders since September 11, 2001. *Experience:* Before joining FEMA, Mr. Paulison, who has 30 years of fire rescue services experience, was chief of the Miami-Dade Fire Rescue Department. In that position, he oversaw 1,900 personnel with a \$200 million operating budget and a \$70 million capital budget. He also oversaw the county's emergency management office. He began his career as a rescue firefighter and rose through the ranks to rescue lieutenant, battalion commander, district chief of operations, division chief, assistant chief, and then deputy director for administration before becoming chief. His emergency management experience includes Hurricane Andrew and the crash of ValuJet Flight 592. A native of Miami, Florida, Mr. Paulison earned a Bachelor of Arts degree from Florida Atlantic University and completed the Program for Senior Executives in State and Local Government at Harvard University's John F. Kennedy School of Government. He received the LeRoy Collins Distinguished Alumni Award and was inducted into the Miami-Dade Community College Hall of Fame. Mr. Paulison

was selected as fire chief of the year by Florida in 1993, and holds positions in several professional associations. He is a certified paramedic and, as fire chief, oversaw the Miami-Dade Urban Search and Rescue Task Force. He is also past president of the International Association of Fire Chiefs.

## Deputy Administrator

**Charlie Dickinson**, Deputy Administrator, U.S. Fire Administration (USFA). Responsible for the oversight of the USFA and the National Emergency Training Center (NETC). Serves as primary advisor to the U.S. Fire Administrator on overall operations and management of USFA. Serves on the USFA management team to lead the Nation's response to its fire-related problems. *Experience:* Before joining FEMA, Mr. Dickinson, who has 36 years of fire service experience, was chief of the Pittsburgh, Pennsylvania, Bureau of Fire. During his 10-year tenure as chief of the department, he oversaw 900 personnel with large operating and capital budgets. He began his career as a firefighter in the Hayward, California, Fire Department rising through the ranks as an apparatus operator, captain, training captain, battalion chief, and staff battalion chief, a position that included responsibility as the city's emergency services coordinator. In 1986, Mr. Dickinson was appointed as the assistant chief of operations in the Pittsburgh Bureau of Fire, serving in that capacity until his appointment as Pittsburgh's fire chief. Throughout his career, he has served on

numerous committees and boards, both locally and on the national level. These include the International Association of Fire Chiefs (IAFC Metro Division), the National Fire Protection Association (NFPA), liaison for the National Aeronautics and Space Administration (NASA), Fire Fighting Task Force, the National Fallen Firefighter Foundation (NFFF), and as an adjunct instructor at the National Fire Academy (NFA). He continues to remain active with the IAFC's Metro Division and the NFFF.

### **USFA Management Staff**

**Bonnie L. Butler**, Chief, Disaster Operations and Recovery Branch, EMI. Responsible for planning and management of EMI curricula for training FEMA's disaster workforce. *Experience:* instructor, developer, and manager of curricula for government and secondary schools. Education: B.A., English; M.A., English Education, U.S. Army War College.

**Ronald P. Face, Jr.** Director, National Emergency Training Center (NETC) Management, Operations and Support Services Division. Coordinates the management, operation, and maintenance of the NETC, providing administrative, operational, and emergency services in support of program activities and special groups at NETC. *Experience:* Administrative, planning, and operational skills led to military assignments to federal emergency management functions in support of the federal response to tornados, hurricanes, plane crashes, floods, and hazardous materials incidents, as well as security and traffic planning and management in support of two Presidential funerals. Many of the activities led to Presidential recognition. Retired from U.S. Army Military Police in 1978; accepted an appointment to a community Public Safety Department to implement the consolidation of law enforcement and fire service in the community into a combined Public Safety Department operation. Since 1982, has served in positions at the NETC from course development through administrative support functions; has held senior leadership position since 1987. B.S. in Law Enforcement and Corrections.

**Albert H. Fluman**, Chief, Integrated Emergency Management Branch, EMI. Responsibilities: Manages the comprehensive exercise-based training for emergency management and public

safety officials at the federal, state, and local levels of government, as well as tribal communities, through the Integrated Emergency Management Courses (IEMC) curriculum. Also manages FEMA Comprehensive Exercise Curriculum and Radiological Emergency Response courses. *Experience:* 22 years in the emergency management field developing, conducting, and evaluating disaster and special event exercises for federal, state, and local governments, private industry, and airports. Participated in the development and revision of numerous courses at EMI including the IEMC series. Education: B.A., Political Science; M.P.A., Public Administration.

**Alexandra Furr**, Division Chief, National Fire Data Center. Manages NFDC personnel, resources, and programs which include data collection and analysis, applied research and technology, and information dissemination. Serves on USFA management team to lead the Nation's response to its fire-related problems.

**Elizabeth C. Gober**, Supervisory Training Specialist, Employee Development Branch, EMI. Responsible for leadership, executive, and individual skill development; customer service, communications, mandatory training; and outsourced Web-based training. *Experience:* Instructional design, delivery, and employee development for defense and community service organizations. Education: B.S., Communications; M.A., Counseling.

**Samuel P. Isenberger**, Branch Chief, Mitigation Branch, EMI. Coordinates with the National Weather Service on development of weather-related training for emergency managers. Manages FEMA and NWS training for emergency managers at the National Hurricane Center. Coordinates delivery of courses at the National Hurricane Conference. Education: B.A., Business Administration; M.S., College Counseling; M.Ed., Special Education.

**Dr. Kirby Kiefer**, Deputy Superintendent, National Fire Academy (NFA). Responsible for supervision of NFA staff and for implementation of NFA programs and courses. Serves on USFA management team to lead the Nation's response to its fire-related problems. *Experience:* Intern, Meadville, PA, Fire Department 1972-75; Acting Chief Okaloosa Island Fire District, Florida, 1977-81; Assistant Professor at West Virginia University 1981-88; Fire Service Specialist,

Minnesota State Colleges and Universities, 1988-2000. Education: B.A., Geology, Allegheny College; M.P.A., University of West Florida, 1982; Ed.D., University of Minnesota, 1998. Graduate of Federal Executive Institute, Charlottesville, Virginia.

**Cortez Lawrence**, Ph.D., J.D., Director, National Fire Programs. Responsible for leading the development and implementation of USFA initiatives; program development, planning, and other USFA activities through the Grants, Response, and Mitigation Branches. Serves on the USFA management team to lead the Nation's responses to its fire-related problems.

**Dr. Denis Onical**, Superintendent, National Fire Academy (NFA). Responsible for leadership, management, and implementation of all NFA courses and programs. Serves on USFA management team to lead the Nation's response to its fire-related problems. *Experience:* Started as firefighter in Jersey City, New Jersey, in 1971. Rose through the ranks to become Deputy Fire Chief in 1991 and Acting Fire Chief in 1995. Assistant Professor in New York University Graduate School of Education since 1991. Authored more than 20 publications on fire-related issues. Education: Ed.D., Education, New York University; M.P.A., Public Administration, Fairleigh Dickinson University; B.Sc., Fire Administration, Jersey City State College. Also a graduate of the Federal Executive Institute in Charlottesville, Virginia.

**John N. Peabody, Jr.**, Chief, Readiness Branch, EMI. *Experience:* Assistant Director, Maryland Emergency Management Agency; Natural Disaster Program Manager, U.S. Army Corps of Engineers, Baltimore District; EMI faculty member since 1987. Education: B.A., Government; M.Ed., Education.

**Stephen G. Sharro**, EMI Superintendent. *Experience:* Extensive experience in adult education and training with FEMA and with the Department of Defense. Assignments include Deputy and Acting Director of Education, U.S. Army Europe; Chief, Operations, U.S. Army Europe; Director of Education, 7<sup>th</sup> Army Training Command; and education leadership positions with HQ Department of the Army; Fort Ritchie, Maryland, U.S. Army Southeast Asia, and U.S. Army Engineer School. Education: B.S., Indiana University of Pennsylvania; M.S.,

University of Southern California; U.S. Army War College.

**Hugh E. Wood**, Chief, Response Branch, National Fire Programs. Responsible for overseeing branch operations and activities related to Counter-Terrorism, Arson, Mitigation, Emergency Incident Policy and Analysis, Hazardous Materials, and Emergency Medical Services programs, products, and service. Interacts with other federal agencies and state/local partners on fire protection matters. Serves on the USFA management team to lead the Nation's response to its fire-related problems. *Experience:* 23 years in major fire and rescue department; 5 years as Training Specialist for USFA's Emergency Incident Policy and Analysis Curriculum. Education: A.A.S., Fire Investigation; B.S., Technology and Management; M.A., Human Resource Management.

### **USFA Staff**

**Karen J. Andrew**, Secretary, Integrated Emergency Management Branch, EMI. Provides clerical support for Branch staff. Responsible for micropurchases; travel arrangements; credit card purchases; time and attendance; and other miscellaneous administrative duties. *Experience:* 10 years in the secretarial field. Education: Graduated Catocin High School, 1991; attended Abbie Business Institute, 7/91-4/92, Executive Secretary Certificate.

**Loretta Arscott**, Secretary, Office of the Superintendent, EMI. Responsible for supporting the Superintendent and Deputy Superintendent. *Experience:* Office management and project management for the government and private industry. Education: Currently attending UMUC; USDA/Graduate School-Aspiring Leader Graduate.

**Duane Baltz**, Education Specialist, Employee Development Branch, EMI. Responsible for applying performance improvement technology that will enable employees to effectively perform their jobs. *Experience:* Program director for fire and emergency management at the National Association of Counties. Education: B.A., History and Government with teaching certificate, Iowa State University; M.P.A., American University; certification to teach front-end analysis and job aid development.

**Mary Bare**, Admissions Specialist, NETC Management Operations and Support Services Division. Responsible for the admissions and stipend reimbursement process for the National Fire Academy. *Experience:* Formerly served as volunteer firefighter and EMT in volunteer fire department. Completed preclinical nursing.

**Karen Barnes**, Secretary, Readiness Branch, EMI. Administrative support to Branch Chief and staff. *Experience:* 10 years of experience as executive and legal assistant, 4 years of experience as help desk/software specialist, 4 years of experience as Web developer. Education: Certificate in Executive Office Technology from Frederick Community College.

**Gerry N. Bassett**, Training Specialist, Prevention and Leadership Branch, National Fire Programs. Responsible for the Fire Service Training and Public Safety Education curriculum needs assessment; faculty recruitment and selection; leadership, marketing, and advocacy regarding course deliveries, content, and criteria; development of training curriculum; and interactions with national, state and local fire organizations representing FEMA and USFA.

**Pat Baughman**, Training Support Specialist, Office of the Superintendent/Director, EMI. Responsibilities: Assists the division program analyst on a daily basis. Assists the training support specialist in managing classroom and editorial support contract requirements, property management, EMI schedule and catalog. Joined FEMA in 1989. *Experience:* Eight years of secretarial experience at the U.S. Army Medical Institute of Infectious Diseases, Fort Detrick, Frederick, MD.

**Dynia Beaty**, Training Specialist, Employee Development Section, EMI. Currently serving as Program Coordinator and Team Leader for Executive Development training ensuring eligible employees are well informed of available executive opportunities. Mentoring and supporting new Training Specialists. Training Advisor for the Response and Recovery organizations supporting and advising training initiatives. Course Manager for *Travel Manager 8.1* and retirement planning seminars. Program Manager for Career Builder Express Program. *Experience:* Providing training opportunities for administrative support personnel and para-professionals.

**Robert Bennett**, Field Training Specialist, National Fire Academy. Responsible for managing the national Training Resources and Data Exchange (TRADE) Program, and the Off-Campus Regional Delivery Program.

*Experience:* 32 years with Arlington, Texas, Fire Department; served 14 years as TRADE Region VI Metro Co-chair. Education: B.A., Fire Science; Master Firefighter, Master Instructor, and EMT-1 Certifications from state of Texas.

**Joseph K. Bills**, Training Specialist, Mitigation Branch, EMI. Responsible for course development and deliveries, course content and criteria, faculty recruitment and selection, and support of courses in mitigation, dam safety, economic development, and animals. *Experience:* disaster planning and response for state government and the U.S. Navy. Education: B.A., Political Science.

**Dr. B. Wayne Blanchard, CEM**, Higher Education Project Manager, Readiness Branch, EMI. Manages FEMA's Emergency Management Higher Education Project. FEMA's Commissioner to the IAEM Certified Emergency Manager Commission. *Experience:* Hurricane Andrew, Mid-West Floods of 1993, Northridge Earthquake. Education: Ph.D., University of Virginia, 1980. B.A., Political Science, UNCC, 1974. Minor in Philosophy, Mount St. Mary's College, 1994-1995. Graduate work in Theology, Mount St. Mary's Seminary, 1996-1998. Adjunct faculty Shenandoah University (1999), and Florida Atlantic University (2002).

**Louis W. Bloom**, Instructional Systems Specialist, National Fire Programs. Responsible for course development and revision for the USFA's Consequence Management Team, Response Branch.

**Daniel L. Bondroff**, Training Specialist, Mitigation Branch, EMI. Responsible for course management in the mitigation curriculum area. *Experience:* EMI faculty member since 1987; 10 years as a guidance counselor and program manager for the Army Continuing Education System. Education: B.A., Psychology; M.A., Psychology; additional graduate work in Education.



**Stephen M. Borth**, Training Specialist, Readiness Branch, EMI. Responsible for Radiological Emergency Preparedness (REP), Continuity of Operations (COOP), and Special Event Contingency Planning training programs. *Experience:* Technological Hazards Program Specialist, FEMA Region I, 1988-1991; Emergency Programs Specialist; U.S. Department of Agriculture, 1991-1992; EMI Training Specialist since 1992. Education: B.S., Education; M.A., Political Science.

**Jo Ann Boyd**, Training Technician, National Fire Academy. Responsible for obtaining instructors for NFA Resident, Regional, Direct Delivery, and State Weekend Programs, the Student Manual Support Program, and for printing of all NFA course materials. Provides support to on- and off-campus programs. *Experience:* 17 years with USFA/FEMA; A.A., Secretarial Science.

**John Brasko**, Training Specialist, Response Branch, National Fire Programs. Responsible for Emergency Medical Services curriculum needs assessment; faculty recruitment and selection; leadership, marketing, and advocacy regarding course deliveries, content, and criteria; development of training curriculum; and interaction with national, state, and local fire organizations representing DHS and USFA. *Experience:* 30 years' fire and EMS experience in volunteer and combination departments; former New Jersey State Fire Training Director and WMD/Terrorism Coordinator for the New Jersey Division of Fire Safety. Education: B.S., Special Education; M.A., Educational Psychology; Certification as a Teacher of the Handicapped.

**Cathy Broughton**, Fire Program Specialist, National Fire Programs. Responsible for coordinating and assisting with a variety of planning, implementation, and monitoring of program-related activities for the Emergency Incident and Policy Analysis, Emergency Medical Services, and Hazardous Materials Curricula within the Response Branch.

**Charles J. Burkell**, Training Specialist, Prevention and Leadership Branch, National Fire Programs. Responsible for the Executive Development curriculum, the Executive Fire Officer Program, the EFOP Applied Research Project process, and the Harvard Fellowship Program. Responsibilities include needs

assessment, faculty recruitment and selection, advocacy, program development/delivery, and interactions with national, state, and local fire organizations regarding executive development and leadership. *Experience:* Career experiences include paid/volunteer fire organizations, EMS management, consultant to public/private organizations, and serving as associate professor in academic settings. Education: Masters of Business Administration.

**Kathleen Carter**, Program Support Assistant, National Fire Programs. Responsible for a variety of programmatic duties within the Prevention and Leadership Development Branch, including content review and evaluation, graphic arts, and related special assignments. *Experience:* 1987-present FEMA/USFA. Education: A.A., Psychology.

**Laura Chevalier**, Fire Program Specialist, National Fire Programs. Responsible for developing, coordinating, and assisting in a variety of planning, implementation, research efforts, and project management in the areas of Arson, National Response, Critical Infrastructure Protection, and other initiatives for the Response Branch.

**Ray Chevalier**, Training Specialist, Integrated Emergency Management Branch, EMI. Responsibilities include lead course and curriculum manager for the Integrated Emergency Management Course team; revise/develop course content; assist in contract faculty recruitment and selection. *Experience:* National Security, Technical Programs curriculum; served in U.S. Air Force Disaster Preparedness for 12 years. Education: B.A., Liberal Arts.

**Adele Chiesa**, Librarian, National Fire Data Center. Manages the National Emergency Training Center's Learning Resource Center (LRC) and the LRC's Online Card Catalog. *Experience:* 29 years with USFA. Education: B.A., M.S., Library Science.

**Dr. Burton A. Clark**, EFO, CFO, Training Specialist, Mitigation Branch, National Fire Programs. Responsible for the Management Science curriculum needs assessment; faculty recruitment and selection; leadership, marketing, and advocacy regarding course deliveries, content, and criteria; development of training, curriculum; and interactions with national, state,

and local fire organizations representing FEMA and USFA.

**V. Diane Close**, Field Training Specialist, National Fire Academy. Program Manager for State Training and Terrorism Grants, Enfranchisement Program, the Contract Instructor In-Service Training Program, and the National Train-the-Trainer Program. *Experience:* 22 years with FEMA including 10 years in the NETC Admissions Office.

**Trina L. Clever**, Instructional Systems Specialist, National Fire Academy. Responsible for distance education initiatives in course development. *Experience:* Teacher, Pruntytown, West Virginia; Electronic Warfare Signal Analyst, Quality Assurance Specialist, Arms Control Specialist, U.S. Army; Terminology Standardization Specialist, U.S. Air Force. Education: B.S., Education.

**Rosemary Conley**, Employee Development Specialist, U.S. Fire Administration, Employee Development Branch, EMI. Responsibilities: Course enrollment administration, delivery, planning, content and criteria, faculty recruitment, management, and selection. Assists participants with program participation. Prepares announcements and applications for board review for Executive Program Coordinator and branch offerings. *Experience:* instructor, designer and manager of training and education curriculum for private industry, government, and religious programs. Education: A.A., Liberal Arts; 2004 Graduate Mid-Level Executive Development Program.

**José D. Cortés**, Training Specialist, Integrated Emergency Management Branch, Noble Training Center. Responsible for course development, course content and criteria, and course deliveries. Course Manager for the resident Radiological Emergency Response Operations courses. *Experience:* More than 35 years in electronic technology and radiation safety with the federal government. Education: B.G.S., Business. James Madison University.

**Deb Coshun**, Property Management Specialist, NETC Management Operations and Support Services Division. Responsible for all property at NETC and manager of Government Owned Vehicles.

**Don Dahlquist**, Computer Specialist, National Fire Data Center. Updates and maintains NFIRS database.

**John D'Amico**, Facility Support Specialist, NETC Management Operations and Support Services Division. Plans and conducts analytical studies for developing improving and/or coordinating National Emergency Training Center (NETC) facilities management. *Experience:* 22 years with the Air Force; 15 years with FEMA/USFA.

**Elsie M. Davis**, Management Analyst, Office of the Deputy Administrator. Responsible for coordinating, researching, developing, and drafting position papers and briefings for the Deputy Administrator pertinent to special projects, problems, and issues encountered through liaison activities or coordination involving fire service constituencies, federal, state, and local government officials, and private industry. *Experience:* 12 years' experience with FEMA as Administrative Specialist and Management Analyst. 21 years of training experience with the U.S. Army as an administrative Non-Commissioned Officer.

**Julie A. Davis**, Training Delivery Systems Specialist, National Fire Academy. Assists with the coordination of the Simulation Lab and Training Network Activities and the delivery of Web-based training. *Experience:* 25 years with USFA/FEMA. Education: B.A., Social Welfare.

**Andrea Day**, Staff Assistant to the U.S. Fire Administrator. Responsible for providing administrative support and coordination to the U.S. Fire Administrator and staff. *Experience:* Before joining FEMA, worked at the Pentagon for 13 years as a Staff Officer for The Joint Staff, Defense Intelligence Agency, providing intelligence support to the Chairman of Joint Chiefs of Staff. Has 25 years of federal service, 21½ of which were with the Department of Defense.

**Roxane L. Deardorff**, Fire Program Specialist, National Fire Programs. Responsible for coordinating and assisting with a variety of planning, implementation, and monitoring of program-related activities for the Prevention and Leadership Development Branch. *Experience:* 9½ years, Department of the Army; 13 years with FEMA/USFA.

**Martin L. DiGregory**, Training Specialist, Disaster Operations and Recovery Branch, EMI. Responsible for Public Assistance Program training, including *Public Assistance Officer*, *Public Assistance Operations II*, and *Debris Operations*. *Experience*: Public Assistance Program office POC for employee performance standards and training. Program POC for development of EMI independent study and resident courses. Education: B.S., Mathematics.

**Susan M. (Sue) Downin**, Television Producer, National Fire Data Center. Functions as Executive Producer and Program Manager for the Emergency Education NETwork (EENET). *Experience*: 25 years with USFA, 17 of those years as the Executive Producer of EENET.

**Elizabeth R. Edge**, Program Specialist, Office of the Administrator, U.S. Fire Administration. In coordination with the Deputy Fire Administrator, serves as a technical advisor to the U.S. Fire Administrator coordinating the many aspects of the USFA with the Directorates and Offices within FEMA. Assists the Fire Administrator with the conceptualization, development, and evaluation of policies, plans, and operational programs. *Experience*: 14 years with FEMA as a Program Analyst.

**Deborah M. Evans**, Training Specialist, Mitigation Branch, EMI. Responsible for course deliveries, course content and criteria, and development of NEMIS—Mitigation and eGrants in-house and field training. Course Manager for the NEMIS-Mitigation Historic Preservation courses. *Experience*: Curriculum developer and Instructor for the state of Maryland's Correctional Education Department, technical and automation training for the U.S. Department of Energy, U.S. Department of Defense, U.S. Department of Housing and Urban Development, and the U.S. Patent and Trademark Office. Education: B.A., Art; M.Ed., M.S., Reading; and additional coursework in Computer Science.

**Lowell D. Ezersky**, Training Specialist, Integrated Emergency Management Branch, EMI. Manages the Emergency Management Institute's Comprehensive Exercise Curriculum and the Master Exercise Practitioner program; Course Manager and Chief Exercise controller for Integrated Emergency Management Courses for state, local, and tribal governments. Fifteen years

with FEMA, 5 years with Nebraska Civil Defense Agency. Education: B.A., History; M.A., Education, all Ph.D. work except dissertation, Community and Human Resources/Leadership Development for Specialized Programs.

**Richard E. Foregger**, Manager, Emergency Education Network (EENET). National Fire Data Center. Responsible for managing the Operations Manager, Southern European Broadcasting, Vicenza, Italy; Director of News, DRIV, Fox Affiliate, Houston; Communications Manager, Electronic Data Systems, Dallas; Business owner. Education: M.S.B.A. Business.

**Juliann Frantz**, Education and Training Technician, National Fire Programs. Coordinates curriculum and programs, carries out research, and participates on various committees focused on information technologies and curriculum development. *Experience*: Training Specialist for the Hazardous Materials and Chemical Stockpile Emergency Preparedness Program at EMI. Education: B.S., Sociology.

**Ronald Freeman, CET**, Training Specialist, Integrated Emergency Management Branch. Program Manager over *Hospital Emergency Response Training for Mass Casualty Incidents* (HERT/MCI) and HazMat Integrated Emergency Management courses in the IEM Branch, EMI. *Experience*: More than 30 years of experience as a Training Director/Manager, senior emergency preparedness trainer, E, H, and S, Consultant, and subject matter expert in Preparedness, Weapons of Mass Destruction (WMD), Incident Command System (ICS), and Hospital Emergency Response Training for Mass Casualty Incidents (HERT/MCI) programs for Education and Training Institutes, governmental agencies, general industry and private firms. Education: B.A., in Psychology; M.Ed., in Education, Certified Environmental Trainer (awarded by the National Environmental Safety and Health Training Association in Phoenix, Arizona) since 1988. California Community College (CCC) Teaching Credentials in Police and Military Science, Ethnic Studies, Aeronautics, and Public Administration, (awarded by Board of Governors CCC) 1983; 1985. *Military*: MSG, U.S. Army Retired, 1985.

**Susan Friedman**, Training Specialist/Course Manager, Disaster Operations and Recovery Branch, EMI. Responsibilities: Training Specialist for NEMIS Emergency Support (ES), Finance software training, and Course Manager for the Financial Acquisitions Management Division (FAMD) supporting the programmatic training objectives for Comptrollers, Acquisitions, Finance, and Grants. *Experience:* Trainer at the VA-NPSC, DAE/SAE—HS Cadre for Region V, Peace Corps—Water Sanitation and Health Education Africa. Education: B.A., Applied Behavioral Science, M.A., Adult Education, and Certificate: Teaching English as a Foreign Language (TEFL).

**Tim Ganley**, Fire Program Specialist, National Fire Data Center. Coordinates USFA conference participation, exhibits and displays; manages Hotel/Motel Master List, and the Reimbursement for Firefighting on Federal Property program.

**Joe Gerbrick**, Instructional Systems Specialist, National Fire Programs. Provides course design, and development services in support of prevention and leadership development programs. *Experience:* 30 years' combined active military and civilian service with the U.S. Air Force; 3 years with USFA; over 20 years total experience in training and education. Education: B.S., Occupational Education.

**Kathy Gerstner**, Fire Program Specialist, National Fire Programs. Responsible for management of the public fire education program; develops and coordinates national campaigns, special projects, and publications to address public fire safety and prevention education. *Experience:* 17 years with FEMA/DHS. Has served as education specialist at the Emergency Management Institute in hazardous materials training; course developer at the National Fire Academy; program specialist with the National Fire Data Center; worked in private industry; served as a kindergarten teacher, substitute teacher and home teacher. Education: B.S. in Early Childhood Education, some work towards Master's degree.

**J. Thomas Gilboy**, Training Specialist, Readiness Branch, EMI. Responsible for managing the Professional Development Series, the Advanced Professional Series, and various other courses including Integrated Financial Management Information System Training. *Experience:* 31 years of federal service with

FEMA and predecessor agency in programs that cover all phases of emergency management; Master Trainer Program graduate; Community Relations Field Officer; and Certified Emergency Manager. Education: B.A., M.A., all Ph.D. work but dissertation, English.

**Terry P. Gladhill**, Program Analyst, National Fire Academy. Responsible for NFA's financial, budgetary, personnel, and procurement practices. Manages evaluation program for NFA courses. *Experience:* 23 years with USFA.

**Joyce E. Glass**, Fire Program Specialist, National Fire Academy. Responsible for client services, marketing, conference exhibit and display coordination. Manages editorial and program support contract, preparation of special reports, catalog of courses, and NFA course schedule. *Experience:* 15 years with USFA. Education: A.A., Secretarial Science; completed FEMA's Professional Excellence Program.

**Terry G. Glunt**, Training Specialist, National Fire Academy. Serves as the Program Manager for the Volunteer Incentive Program and as the alternate State Weekend Program Manager. Provides resident delivery technical support. *Experience:* More than 20 years of fire and EMS management experience; previous FEMA National Safety Director; USDA, DOD, and private sector Safety Manager. Education: A.A., Liberal Arts.

**Maury Grundy**, Fire Program Specialist, National Fire Data Center. Manages USFA Web site; program manager for USFA Publications Center. *Experience:* 1991-present USFA; 1988-1991 General Services Administration. Education: B.A., History.

**Karen Haines**, Program Analyst, National Fire Data Center. Responsible for analytical processes associated with budget, procurement, personnel, and reporting for the Division. *Experience:* 1987-Present USFA. Education: A.A., Business Administration; B.S., Accounting.

**Linda Hall**, Program Support Assistant, NETC Management Operations and Support Services Division. Provides support to the USFA Budget and Accounting Functions.

**H. Marie Harkenrider**, Education Specialist, Disaster Operations and Recovery Branch, EMI.

Course Manager for *Response Operations* Course and Regional Workshops, Regional Support Team (RST) training, *Managing FEMA Staff on Disaster Operations*, and *Mission Assignment* (MA) courses including MA Processing and MA for Managers. Currently member of the National Capitol Region (NCR) ERT-N Team. *Experience:* Special Assistant on the ERT-N Blue Team, State Training Officer, Minnesota Division of Emergency Services. EMI faculty member since 1983. Education: B.A., Mathematics; Secondary Education Teaching Certificate.

**Stacey A. Harmon**, Instructional Systems Specialist, Distance Learning Branch, EMI. Responsible for administration, content development, end-user training and marketing of the FEMA Employee Knowledge Center (FEKC). *Experience:* Senior Instructional Designer with more than 10 years of training and development experience including eLearning, classroom training, end-user focused documentation, and video instruction. Education: B.S., Education, Towson University; M.A., Instructional Systems Design, University of Maryland.

**Eileen Harrison**, Program Analyst, Office of the Superintendent, EMI. Responsible for financial and personnel management. Joined FEMA in 1979. *Experience:* Health and Human Services, Food and Drug Administration, Bureau of Drugs; and Maryland State Income Tax Division.

**Jim Heeschen**, Statistician, National Fire Data Center. Conducts studies and analysis of aspects of the national fire problem; provides statistical and analytical support to USFA programs.

**Colleen Heilig**, Training Specialist, Prevention and Leadership Development Branch, National Fire Programs. Responsible for the Planning and Information Management curriculum needs assessment; faculty recruitment and selection; leadership, marketing, and advocacy regarding course deliveries, content, and criteria; development of training curriculum; and interactions with national, state, and local fire organizations representing FEMA and USFA. *Experience:* 30 years' providing emergency services training for fire, EMS, and disaster management organizations. Education: Bachelor of Arts.

**Susan M. Hernandez**, Instructional Systems Specialist, National Fire Programs. Responsibilities include directing course development and revision activities, guidance to program managers for educational and instructional design planning and concepts, project management for education and training activities that affect training developments, research in advanced technologies and techniques affecting the changing environment of training design and delivery, and evaluation/assessments for ongoing training activities. *Experience:* Various positions including Education Specialist, FEMA's Emergency Management Institute. Education: B.A., English/History; Certification Secondary Education; Graduate work Educational Psychology.

**Mollie C. Herrick**, Training Specialist, Distance Learning Branch, EMI. Responsibilities include coordination of all intranet and Internet activities for EMI, development of Web-based materials, and Master Trainer Course Manager. *Experience:* More than 10 years in state and local emergency management training. Education: B.S., Education; M.S., Education Instructional Technology.

**Thomas Hirt**, Training Specialist, Mitigation Branch, EMI. Responsibilities: Course manager for classes and resident and Independent Study Managing Floodplain Development through the National Flood Insurance Program classes and others. *Experience:* FEMA employee since 1987. Worked as an Emergency Management Program Specialist with responsibilities in the REP, DC&W, National Preparedness, DAP, and other programs. Training Specialist for the NFA and administered the TRADE Program. Education: B.S., Psychology and English major. M.S., Social Work. Thesis on adult education and training.

**John D. Hoyle, Sr.**, Public Health Advisor, Disaster Operations and Recovery Branch. Responsibilities: Assist throughout EMI with public health and hospital issues related to disasters. *Experience:* Hospital chief executive officer, public health officer, and response to numerous disasters and part of the medical preparedness efforts for the Olympics in 1996 and 2002. Education: B.A., Psychology, MHA, Hospital Administration.

**Doris Jackson**, Training Specialist, Employee Development Section, EMI. Advisor/Course Manager for the Support Advisory Group for Empowerment (SAGE). Responsible for the obligating, processing, and tracking of money through the Integrated Management Information System (IFMIS), liaison for payment of vendors through the Office of Financial Management. Joined FEMA in 1983. *Experience:* The Federal Mediation and Conciliation Service. Education: Graduate of the Smith Business School and CEP.

**Perry Joy**, Buildings Manager, NETC Management Operations and Support Services Division. Conducts facility requirements planning, evaluating present use of patterns in buildings, space, equipment, and projecting future requirement in terms of expanding and upgrading facility systems. Provides oversight for Facility Operations and Maintenance and Support Services at NETC and Noble.

**Teressa Kaas**, Secretary, Office of the Superintendent, National Fire Academy. Responsible for providing senior-level administrative support to the Deputy Superintendent. *Experience:* 15 years with USFA.

**Edward J. Kaplan**, Education Specialist, National Fire Academy. Responsible for the NFA Higher Education Programs including Degrees at a Distance and the Fire and Emergency Services Higher Education (FESHE) network. *Experience:* 26 years with USFA. Education: B.A., History and Government; M.S., Public Administration.

**Rakesh “Rick” Kaushal**, Training Specialist, Integrated Emergency Management Branch, EMI. Responsible for Integrated Emergency Management (IEM) Course development, faculty recruitment and selection. Serves as course manager and chief exercise controller for IEM courses. *Experience:* Two years as the State Training Officer for Alaska Division of Emergency Services and 16 years as planner, trainer, contracts and logistics manager in the United States Air Force. Education: B.S., Behavioral Sciences; M.S., Human Resources Management.

**Gayle Kelch**, Statistician, National Fire Data Center. Conducts statistical studies relating to aspects of the national fire problem, provides

technical, statistical, and analytical support to USFA programs. *Experience:* 2002-present USFA; 1996-2002 U.S. Census Bureau. Education: B.S., Mathematics; M.S., Statistics.

**Pamela L. Kemenyas**, Audio-Visual Production Specialist, National Fire Data Center. Manages the National Emergency Training Center’s Media Production Center. Responsible for the planning, design, and development of instructional and informational media at NETC. Primary focus in digital and computer graphic medias.

**Richard Kemenyas**, Audio-Visual Production Specialist, NETC Management Operations and Support Services Division. Responsible for the planning, design, and development of instructional and informational media at NETC. Primary focus in digital and computer graphic medias.

**Phyllis Krietz**, Fire Program Specialist, Consequence Management Operations Team, Response Branch, National Fire Programs. Responsible for coordinating and assisting with a wide variety of planning, implementation, and monitoring of program-related activities including Incident Simulation Lab and Training Network, National Interagency Fire Center, Counter-Terrorism, and Emergency Medical Services.

**Ken Kuntz**, Fire Studies Specialist, National Fire Programs. Responsible for the coordination of the USFA’s arson intervention, response, and mitigation program and training initiatives; project officer for the Major Fire Investigations-Technical Report Series project which provides reviews of select/significant incidents to identify salient “lessons learned” to be shared with the fire service and allied groups and organizations within the Intelligent Risk Team, Response Branch.

**Patricia LaBrosse**, Training Specialist, Disaster Operations and Recovery Branch, EMI. Responsible for course development, course deliveries, course content, and criteria for various cadres that the branch supports. She also serves as Project Officer for conversion of courses to Web. EMI point of contact for new *Production Support and Training Environment (PSTE)*. *Experience:* personnel specialist, administrative officer, network administrator,

and emergency management specialist.  
Education: Red Rocks College-Colorado; CNE.

**Meredith L. Lawler**, Fire Program Specialist, National Fire Data Center. Responsible for a variety of research activities and support of NFIRS. *Experience:* 6 years with FEMA Office of Inspector General; 2 years with DHS Office of Inspector General.

**Mary E. Leslie**, Admissions Specialist, NETC Management Operations and Support Services Division. Responsible for Admissions and Stipend Reimbursement for the Emergency Management Institute (EMI) and Noble Training Center. *Experience:* Office manager and admissions assistant. Education: several college-level courses.

**Alvera Lewis**, Secretary, Employee Development Section, assisting Training Specialists and the Chief of Employee Development with administrative needs. Responsible for obligating training funds for the Agency, assisting with Employee Development fund distribution, continuity of vendor relationships, and DHS/FEMA employees, and conducting periodic audits of SF-182s for compliance.

**Vincent M. Lewis**, Fire Program Specialist, Citizen and Community Preparedness Branch, National Fire Programs. Responsible for developing a National Arson Prevention Campaign, Arson Team member, Project Officer for NASFM Cooperative Agreement. *Experience:* 23 years with the City of Flint, Michigan, Fire Department. Education: B.B.A., Management; M.S.A., Human Resources.

**William D. Lewis**, Education Specialist, Response Branch, National Fire Programs. Responsible for Hazardous Materials Emergency Preparedness (HMEP) curriculum program management, development of Web-based hazardous materials/WMD operations training program, and curriculum planning and educational support services for selected programs in the Branch. Education: Master's, Instructional Design; Bachelor's, Sculpture and Math.

**Tonya L. Long**, Training Technician, National Fire Academy. Provides administrative/programmatic support for a variety of training programs and process-related needs for the

programs/activities within the NFA. Responsible for obtaining services, supplies, and other requirements in support of course delivery; annual renewal of the American Council on Education accreditation process; and, Secretariat for the ongoing review and update of the Academy's curriculum management system. *Experience:* 19 years with FEMA/USFA.

**Daniel S. Lubman**, Instructional Systems Specialist, Distance Learning Branch, EMI. Responsible for administration for the FEMA Employee Knowledge Center (FEKC) for EMI. *Experience:* instructional designer, scriptwriter, video editor, video producer/director, videographer, and firefighter/EMT. Education: B.S., Liberal Arts and Technology—Video Production, M.A., Instructional Systems Design.

**Lisa Makar**, Secretary, National Fire Programs. Secretary to the USFA's Response Branch Chief. Duties also include management, coordination and distribution of branch-wide correspondence, calendars, and employee payroll system. Serves as lead branch point-of-contact for all USFA offices, as well as the general public.

**Thomas E. Marlowe**, Training Specialist, Readiness Branch, EMI. Terrorism Preparedness Training Manager, responsible for EMI's terrorism preparedness courses. *Experience:* More than 25 years of experience in emergency management at the local and federal Level. Participated in several federally declared disasters including the Oklahoma City bombing. Taught with the U.S. Department of State's Anti-Terrorism Assistance Program Weapons of Mass Destruction First Responder Training Program. His pre-FEMA experience includes 3 years as a firefighter, 10 years in emergency medical services including 2½ years as the Chief Marion County (West Virginia) Rescue Squad, and 2 years as the Director of Marion County Emergency Services. Vice President of the West Virginia Emergency Medical Services Administrator's Association. Education: A.B., Education, Fairmont State College; M.A., Instructional Communication, West Virginia University.

**Jacqueline Martin**, Program Support Assistant, National Fire Academy. Responsible for coordinating the off-campus Hazardous Materials Grants Program. *Experience:* 2 years with USFA. Education: A.A., General Studies.

**Larry Maruskin**, Fire Program Specialist, National Fire Data Center. Responsible for a variety of research activities including residential sprinkler systems and smoke alarms, and campus fire safety initiatives. Education: B.S., Business Administration; M.B.A., Management; Certificate, Mechanical Engineering.

**Wanda Mathias**, Program Operations Specialist, NETC Management Operations and Support Services Division. Responsible for the control, accountability, utilization for a variety of supply management functions, and the NETC copier room operation.

**Bob McCarthy**, Fire Program Specialist, National Fire Data Center. Responsible for a variety of research activities; primary action officer for the USFA research agenda. *Experience:* 1983-present USFA; 1968-1983 Captain, Jersey City Fire Department. Education: B.S., Administration of Safety and Security Services; M.A., Occupational Safety and Health Administration.

**Philip P. McDonald**, Training Specialist, Integrated Emergency Management Branch, EMI. Responsibilities: manages the Master Trainer Program, provides course management functions for assigned Integrated Emergency Management Courses (IEMCs). *Experience:* 19 years with FEMA in various management and staff positions within EMI. Education: B.A., Political Science; M.P.A., Public Administration.

**Kathy D. McKoy**, Chief, Customer Services Unit, EMI. Employee Development Branch. Responsible for program management of Customer Service training and survey operations; course content and criteria, development and delivery; and support for Community Relations Cadre training. *Experience:* Instructor, developer, designer, customer service facilitator, employee development specialist. Education: Concord College and Howard University; currently pursuing M.P.A. at LaSalle University.

**Sherill A. McQuain**, Secretary, Mitigation Branch, EMI. Responsible for locating, reviewing, and summarizing information from files and documents relevant to assigned projects; responds to inquiries concerning programs and activities; assists specialists in setting up conferences, coordinating necessary procurements for supplies, materials, and

services; makes travel arrangements; assists in planning and coordinating the overall office activities. *Experience:* Worked for the Army Education Center under the Department of Defense; served as Legal Assistant in the Legal and Legislative Affairs Department of Blue Cross and Blue Shield of the National Capital Area; and worked in Multifamily Housing Division at the Department of Housing and Urban Development. Education: Certificate in Executive Secretarial Science. Graduate of CEP.

**Marjean Meyer**, Fire Program Specialist, National Fire Programs. Responsible for coordination and assistance with Juvenile Firesetter Intervention activities, Public Fire Education projects, national campaigns, Citizen Volunteer Advocacy, and special projects. Administers the interFIRE VR program for USFA's Citizen and Community Preparedness Branch.

**Beth Miller**, Budget Analyst, NETC Management Operations and Support Services Division. Responsible for the formulation and execution of the USFA budget.

**Patty Mogenhan**, Secretary. Serves as the secretary/office manager to the Director, NETC Management Operations and Support Services Division, providing senior-level administrative support to the Director. *Experience:* Administrative professional with more than 20 years with U.S. Navy and Department of Defense, and 3 years with private industry.

**Kevin J. Molloy**, Training Specialist, Integrated Emergency Management Branch, EMI. *Experience:* 30 years in the emergency management field. In addition to federal, has served at the local, county, and state emergency management program levels. County coordinator during the *Three Mile Island Nuclear Accident* in 1979. Serves as course manager and exercise controller for the Integrated Emergency Management Course (IEMC) covering a wide variety of natural and manmade, and Homeland Security emergencies. Education: *National Defense University Reserve Component National Security* course, *Air Force University (ECI) Air Command and Staff* course, and numerous emergency management-related courses.

**Myrna Mood**, Field Training Specialist, National Fire Academy. Program Manager



responsible for management and coordination of the on-campus State Weekend Program and off-campus Direct Delivery Program. *Experience:* 33 years of federal service; completed FEMA's Professional Excellence Program; completed several NFA courses.

**Maria Mendoza Moore**, Training Specialist, Disaster Operations and Recovery Branch, EMI. *Experience:* Joined FEMA in 1993. Supervisory Instructional Systems Specialist for the curriculum development of technical course for the Naval Reserve. Faculty member of the Defense Industrial Security Institute, the Defense Language Institute, and part-time instructor at the Harrisburg Area Community College. Education: B.A., Southwest Texas State University and has done graduate work at the University of Texas at San Antonio and Southwest Texas State University.

**Phillip Moore**, Training and Exercise Specialist, Integrated Emergency Management Branch, EMI. Responsible for Integrated Emergency Management Course (IEMC) development, content, faculty recruitment and selection, exercise development and delivery, with emphasis on consequences of terrorism, hazardous materials, and natural disasters affecting communities. *Experience:* Course manager for DoD *Senior Officers Nuclear Weapons Accident* course and instructor for numerous other emergency management courses offered by the military and the state of Texas for local communities. Education: B.S., Microbiology; M.B.A., Business Administration. Retired U.S. Air Force Officer.

**Darren C. Moten**, Employee Development Specialist, Employee Development Branch, EMI. Responsible for developing, managing, and administering various training programs for FEMA employees. Primary point of contact for the Headquarters Employee Development Branch Web site. *Experience:* Joined FEMA in 2001; 11 years of training and development experience; 16 years of federal government service, and 4 years of U.S. Air Force Military Service. Education: Community College of the Air Force, Resource Management, U.S. Air Force Leadership Education.

**Robert Murgallis**, Training Specialist, Response Branch, National Fire Programs. Responsible for the Emergency Incident and Policy Analysis curriculum needs assessment;

faculty recruitment and selection; leadership, marketing, and advocacy regarding course deliveries, content, and criteria; development of training curriculum; and interactions with national, state, and local fire organizations representing DHS and USFA.

**Teresa Neal**, Secretary, National Fire Data Center. Responsible for administrative support to the National Fire Data Center Division Director and staff.

**Robert A. Neale**, Training Specialist, Prevention and Leadership Development Branch, National Fire Programs. Responsible for Fire Prevention: Technical curriculum needs assessment; faculty recruitment and selection; leadership, marketing, and advocacy regarding course deliveries, content, and criteria; development of training curriculum; and interactions with national, state, and local fire organizations representing FEMA and USFA. *Experience:* 30 years of experience in municipal and private fire protection. Education: Bachelor of Arts.

**DeDe Nicholls**, Program Support Assistant. Provides a variety of program and administrative support to the Director and staff of the NETC Management Operations and Support Services Division. *Experience:* Worked for the Department of the Navy for 6 years; the Department of the Army for 8 years; with USFA since 2002.

**Jackie Nunnally**, Secretary, Integrated Emergency Management Branch, EMI at Noble Training Center (NTC). Provides administrative and operational support for Noble staff. Responsibilities include scheduling training and conferences at the NTC, finalizing class preparations, logistics, and student support functions for all classes conducted at NTC. Education: Graduate Ohatchee High School; attended Gadsden State (Business Administration).

**Timothy Patrick O'Dowd**, Fire Program Specialist, National Fire Programs. Coordinator for the President's National Arson Prevention Initiative and the Arson Prevention Clearinghouse and is an active member of the National Church Arson Task Force. Developer and Project Officer for the Juvenile Firesetter Intervention curriculum. Manages the National campaign for Arson Awareness Week, which is held annually during the first full week of May.

Administers arson prevention grants to 30 communities and the Abandoned Building Mitigation Project.

**Jennifer A. Ogle**, Training Specialist, Distance Learning Branch, EMI. Responsible for course content, development and delivery, evaluation, and instructor recruitment for E601, *Management and Supervision of Training*, and is a member of the Master Trainer Program committee. She is the coordinator for the Training Information Access System (TIAS) and the Field Reporting System (FRS2). *Experience*: 9 years with FEMA. Previously, she worked with the Disaster Operations and Recovery Branch as the lead course manager for FEMA's Individual Assistance courses and the development of a field course titled *Emergency Planning for Special Needs Populations*. Prior to that, she was a Training Specialist with the Hazardous Materials Emergency Preparedness (HMEP) Grant Program. Education: B.S., Psychology.

**Thomas Olshanski, CPM, EFO**, Fire Program Specialist. *Experience*: 22-year career with the City of Madison, Wisconsin, Fire Department. Education: B.S., Engineering, 2 A.A. degrees; Graduate-level national certification in Public Management (CPM); Executive Fire Officer Program Graduate.

**Tracy Orndorff**, Financial Management Specialist, NETC Management Operations and Support Services Division. Responsible for assisting the Budget Analyst with formulation and execution of USFA budget; reviews and obligates USFA staff travel authorizations; processes payment for staff local travel reimbursements.

**Brad Pabody**, Fire Program Specialist, National Fire Data Center. Project Officer for NFIRS help desk and supports NFIRS 5.0 development.

**Cheryl Phelan**, Secretary, Prevention and Leadership Development Branch, National Fire Programs. Responsible for the management, coordination, and distribution of branch-wide travel, correspondence, calendars, and employee payroll system.

**Linda Pressley**, Training Specialist, Integrated Emergency Management Branch, Noble Training Center. Responsible for course deliveries, course content and criteria, faculty recruitment

and selection, and development support for EMI's Healthcare Leadership course at Noble Training Center. *Experience*: 26 years' experience in education curriculum for colleges and university systems. Vietnam Era Veteran. Education: B.S., Radiological Sciences; M.S., Health Professions, Ph.D. (abd), Education Human Resource Development.

**Virginia A. Richards**, Secretary, Disaster Operations and Recovery Branch (OR), EMI. Responsibilities: Provide secretarial and administrative support to the Chief, OR, and office staff. *Experience*: 27 years of secretarial and administrative experience in various federal agencies.

**Frank Richardson, Ph.D.**, Training Specialist, Prevention and Leadership Development Branch, National Fire Programs. Responsible for the Fire Prevention Management curriculum needs assessment; faculty recruitment and selection; leadership, marketing, and advocacy regarding course deliveries, content, and criteria; development of training curriculum; and interactions with national, state, and local fire organizations representing DHS and USFA. *Experience*: Learning and teaching fire prevention and protection since 1962.

**Janice L. Ridenour**, Hazardous Materials Emergency Preparedness (HMEP) Assistant, Response Branch, National Fire Programs. Responsible for development and support for haz mat training materials and for HMEP curriculum program activities, including the *Guidelines for Public Sector Haz Mat Training*, course assessment for the catalog of assessed haz mat courses, Future Issues Workshops, and HMEP technical assistance services.

**Elizabeth A. Riffle**, Secretary, Office of the Deputy Administrator, United States Fire Administration, office and correspondence manager for the Deputy Administrator's office. *Experience*: 24 years' of federal service in various positions within USFA and NFA.

**Rebecca A. Ryan**, Fire Program Specialist, National Fire Programs. Responsible for public fire education projects, coordination of national campaigns, and special projects. Administers the PARADE (Prevention Advocacy Resources and Data Exchange) network for America's fire marshals and serves as the Project Officer for the National SAFE KIDS Campaign for the USFA's

Citizen and Community Preparedness Branch.  
*Experience:* 25 years with USFA/NFA.  
Education: B.A., Social Studies; M.B.A., Management.

**Gordon Sachs**, Training Specialist, Response Branch, National Fire Programs. Responsible for the National Response Program, including leadership, marketing, and advocacy regarding course content and criteria; and interactions with national, state, and local fire organizations representing DHS and USFA. *Experience:* 25 years' fire service experience including over 10 years as Chief Officer. Education: B.S., Education; Masters in Public Administration.

**Vilma Schifano-Milmoe**, Regional Liaison and Training Specialist, Distance Learning Branch, EMI. Project Officer, Independent Study Program. *Experience:* 25 years' federal service; Director, Preparedness, Training and Exercise Division, and Director, Regional Operations Center, Region II; Director, Federal Energy Management Program in Region II, Department of Energy; Executive Director, Greater Los Angeles Federal Executive Board (of Southern California, Arizona, and Nevada), Department of Justice, Special Projects; Administrative Officer for Surgical Service, Director's Special Assistant, Management Analyst, and Personnel Management Specialist, Veteran's Administration Medical Center in Long Beach, California. Special assignments: President's Council on Management Improvement and President's Task Force, Los Angeles Riots. Education: B.A., Political Science and Community Services from Wilkes University; M.A., Public Administration with Full Fellowship, Marywood University; Alumnus, Presidential Management Intern Program.

**Beverly K. Shockey**, Accounting Technician, NETC Management Operations and Support Services Division. Obliges funds for credit card purchases. Enters vendor contract invoices and vouchers into IFMIS for disbursement. Closeout of files for expired period of performance.

**Paulette Simpson**, Training Assistant, Disaster Operations and Recovery Branch, EMI. Responsible for providing administrative support to all personnel within the Disaster Operations and Recovery Branch.

**Esther F. Slemmer**, Program Support Assistant, National Fire Data Center. Responsible for providing administrative support and technical assistance for the Division, which includes the USFA Web site and customer assistance with on-line applications. *Experience:* 1992-present USFA; prior administrative background. Education: A.A.S., Computer Operations; completed FEMA's Career Enhancement Program.

**Merril Sollenberger**, Program Support Assistant, NETC Management Operations and Support Services Division. Coordinates special groups, visitors, and events at NETC. *Experience:* 14 years with USFA. Education: B.A., Psychology.

**Stan Stewart**, Computer Specialist, National Fire Data Center. NFIRS Program Manager, primary action officer for implementation, maintenance, support, and enhancement of NFIRS 5.0.

**Linda K. Straka**, Training Specialist, Readiness Branch, EMI. Responsible for needs analysis, course design, course development, course delivery, and course evaluation for traditional classroom and distance learning environments. Also responsible for the development and implementation of emergency management training for tribal nations. *Experience:* instructor, developer, and manager of training and education curriculum for secondary and college systems. Education: B.A., Business; M.A., Business; Certification in Data Automation; graduate education in Counseling.

**Woody Stratton**, Fire Management Specialist, National Fire Programs. Responsible for Master Planning and associated areas including fire prevention, risk management and arson mitigation initiatives; conducts special studies and projects; supports program and curriculum development; and provides support to national, state, and local fire organizations.

**Barry Thoma**, Safety and Security Specialist, NETC Management Operations and Support Services Division. Responsible for all safety, occupational health, and security matters representing the NETC; interfaces with other FEMA and professional organizations, federal and state government entities, and private sector.

**Susanne E. Thompson**, Training Specialist, Disaster Operations and Recovery Branch, EMI. Responsible for Logistics Training, and Office of General Counsel Training. *Experience:*

Curriculum planning, course design, instruction and evaluation for FEMA computer training; Individual Assistance Program Specialist, Virginia National Processing Services Center. Education: B.S., Political Science, Programming and Information Systems, J.D. University of Maryland, FEMA Master Trainer Program.

**Jennifer S. Tokar**, Training Specialist, Employee Development Branch, EMI. Responsible for all aspects of instructional systems design for the Public Affairs, Congressional Affairs, and Instructional Delivery for Subject Matter Experts courses. Member of the Master Trainer Advisory Group and course/instructor for the Course Development course. Manager of the Leadership Excellence Program. Education: B.A., Psychology, 1991, from George Mason University; 1992 graduate of the FEMA Management Intern Program, 1998 graduate of the Women's Executive Leadership Program.

**Susan Topper**, Program Analyst, NETC Management Operations and Support Services Division. Responsible for program and management analysis, personnel-related issues, training, Freedom of Information Act, privacy act issues, records management, forms management, EP&R and NETC directives, federal Regulations, and Congressional reports.

**Bill Troup**, Fire Program Specialist, National Fire Data Center. Responsible for a variety of research activities with emphasis on firefighter health and safety, including firefighter fitness/wellness, emergency vehicle safety, and firefighting technology. *Experience:* More than 25 years of fire and EMS experience; 14 years with USFA. Education: M.B.A., B.S., Business Administration.

**Darlyn N. Vestal**, Admissions Specialist, NETC Management Operations and Support Services Division. Responsible for interpreting policies and establishing procedures for the NETC Admissions Office, and monitoring the admissions and student support functions under the facility support contract. *Experience:* President of Officer's Wives Club and Chairperson of Army Community Services. Formerly was at EMI as secretary to the Superintendent.

**Char L. Virgil**, Training Specialist, Mitigation Branch, EMI. Responsible for course delivery, course content and criteria, faculty recruitment and selection, and development support for EMI mitigation courses. *Experience:* EMI administrative support, customer service facilitator, public affairs director/news anchor, and public school assistant teacher. Education: B.A., Mass Communications and graduate of EMI's Master Trainer Program.

**Peter K. Vogel**, Training Specialist, Distance Learning Branch, EMI. Responsibilities: course manager for *Basic* and *Advanced Public Information Officer* courses. Producer of the Emergency Education Network's (EENET) award-winning monthly news magazine "National Alert." He also produces other EENET broadcasts and many of the training videos used in EMI and National Fire Academy courses. *Experience:* Has been involved in emergency management training since 1978 when he started working for the Civil Defense Staff College in Battle Creek, Michigan. He was part of the founding members of EMI when the Staff College moved here in the fall of 1980. Since then, he has designed and managed many of EMI's courses including the *Exercise Design* course, the *IEMC Earthquake* and the *Basic* and *Advanced Public Information Officers* courses. He also has been a guest instructor at York College of Pennsylvania and Mount St. Mary's College in Emmitsburg, Maryland. Education: B.F.A., Art Education; M.Ed., Education.

**Dawn D. Warehime**, Training Specialist, Mitigation Branch, EMI. Responsible for course deliveries, course content and criteria, faculty recruitment and selection, and development support for EMI Mitigation courses. Responsible for FEMA's schools program. *Experience:* 26 years of federal service; 25 with FEMA and predecessor agency.

**Terah Weidenhamer**, Training Specialist, Disaster Operations and Recovery Branch, EMI. Responsible for managing all aspects of training such as course content and delivery for the safety and security cadres. Also involved with the NDMS transition and voluntary agency organizations. *Experience:* Americorps Vista placed with American Red Cross Disasters Services in Chicago, Illinois. Region VIII DAE for 3 years. Designer, developer, and master trainer.

**Lori Welch**, Program Support Assistant, National Fire Academy. Responsible for providing support to NFA's Grants and the administrative and programmatic support to on- and off-campus programs.

**Clarence E. "Smiley" White, Jr.**, Program Analyst, NETC Management Operations and Support Services Division. Coordinates admissions and student services for EMI and NFA, coordinates computer support services, analyzes student data, and develops regular and special reports.

**Mark Whitney**, Fire Program Specialist, National Fire Data Center. Responsible for annual firefighter fatality study; responds to data and information requests; NFDC liaison to the NFA. *Experience:* USFA/NFPA U.S. Fire Service Needs Assessment Project Officer (2002). FEMA-HQ 10 years Federal Insurance Administration and Mitigation programs working Geographic Information System initiatives. Education: B.S. Geography; U.S. Army Military Police Corps, 1979–1982.

**Deborah L. Wiles**, Secretary, Distance Learning Branch, EMI. Responsible for providing secretarial support to branch staff. Provides video editing and production support to the NETC television studio manager. *Experience:* 27 years in secretarial field and 7 years in video production field. Education: Associate degree work in Video Production and Communications.

**Douglas R. Williams**, Training Specialist, Response Branch, National Fire Programs. Responsible for the Arson Mitigation curriculum needs assessment; faculty recruitment and selection; leadership, marketing, and advocacy regarding course deliveries, content, and criteria; development of training curriculum; and interactions with national, state, and local fire organizations representing DHS and USFA.

**Mary Wingert**, Secretary, National Fire Programs. Secretary to the USFA's Citizen and Community Preparedness Branch Chief. Responsibilities include management, coordination, and distribution of branch-wide correspondence, calendars, and employee payroll system. Serves as lead branch point-of-contact for all USFA offices, as well as the general public.

**Cynthia S. Wivell**, CPS/CAP, Secretary, Office of the Superintendent, National Fire Academy. Responsible for providing senior-level administrative support to the Superintendent and the NFA Board of Visitors. Provides programmatic support, specifically for ACE Accreditation. *Experience:* 23 years of federal service. Education: A.A. degree.

**Laurie A. Wivell**, Training Support Specialist, Office of the Superintendent, EMI. Responsibilities: Prepare and manage EMI course schedule, catalog of activities, property management, manage classroom and editorial support contract, and coordinate printing requisitions for Division staff. *Experience:* 20 years of federal service (12 years with FEMA). Education: A.A., Secretarial Science.

**Lee Wren**, Program Support Assistant, National Fire Programs. Responsible for providing administrative and programmatic support to the USFA's Intelligent Risk Team, Response Branch.

**Christopher Yambor**, Training Specialist, Disaster Operations and Recovery Branch, EMI. Responsible for course management, course content and delivery, and training cadre recruitment and selection for the NEMIS Infrastructure System, NEMIS Emergency Coordination, and the Office of Equal Rights. *Experience:* Programmer/Analyst and User Trainer for the U.S. House of Representatives. Education: B.S., Economics.

**Wayne E. Yoder**, Training Specialist, Response Branch, National Fire Programs. Responsible for the Hazardous Materials curriculum needs assessment; faculty recruitment and selection; leadership, marketing, and advocacy regarding course deliveries, content, and criteria; development of training curriculum; and interaction with national, state, and local fire organizations representing DHS and USFA.

**Bernice W. Zaidel**, Training Specialist, Disaster Operations and Recovery Branch, EMI. Responsible for all aspects of instructional systems design for training activities. *Experience:* designer, developer, instructor, evaluator, and manager for EM training programs at federal, state, and local level for over 25 years. Education: B.A., M.S., and working on Ed.D. in Adult and Organizational Development.



U.S. DEPARTMENT OF HOMELAND SECURITY  
FEDERAL EMERGENCY MANAGEMENT AGENCY  
**GENERAL ADMISSIONS APPLICATION**

See Reverse for  
Privacy Act Statement

*O.M.B. No. 1660-0007*  
*Expires February 28, 2007*

**SECTION I - GENERAL INFORMATION**

1. U.S. Citizen ☐ YES ☐ NO If No, City and Country of Birth: \_\_\_\_\_

2. NAME (*Last, First, Middle Initial, Suffix*) \_\_\_\_\_

3. SOCIAL SECURITY NO. \_\_\_\_\_

4. MAILING ADDRESS (*Street, avenue, road no., city or town, state, and zip code*) \_\_\_\_\_

5. WORK PHONE NO. ( ) \_\_\_\_\_

6. HOME PHONE NO. ( ) \_\_\_\_\_

7. FAX NO. ( ) \_\_\_\_\_

8. E-MAIL ADDRESS: \_\_\_\_\_

9a. ENTER COURSE CODE AND TITLE: (If you wish to apply for more than one course, please attach a sheet of paper to this application)

9b. COURSE LOCATION \_\_\_\_\_

9c. DATES REQUESTED (Please give three choices) \_\_\_\_\_

10. COMPLETE THE ITEM BELOW REGARDING THE PRE-REQUISITES OF THE COURSE FOR WHICH YOU ARE APPLYING

INSTITUTION \_\_\_\_\_

DEGREE/CERTIFICATE \_\_\_\_\_

DATE EARNED \_\_\_\_\_

COURSE/FIELD OF STUDY \_\_\_\_\_

11. DO YOU HAVE ANY DISABILITIES (*Including special allergies or medical disabilities*) WHICH WOULD REQUIRE SPECIAL ASSISTANCE DURING YOUR ATTENDANCE AT NETC or MWEOC? NO ☐ YES ☐ (If yes, describe & indicate any special assistance required on a separate sheet)

**SECTION II - EMPLOYMENT INFORMATION AND AUTHORIZATION**

12a. NAME AND COMPLETE ADDRESS OF ORGANIZATION BEING REPRESENTED \_\_\_\_\_

12b. NFIRS #  
(NFA STUDENTS  
ONLY)

13. CURRENT POSITION AND NUMBER  
OF YEARS IN POSITION \_\_\_\_\_

**14. CHECK THE BOX(ES) BELOW THAT BEST DESCRIBE YOUR ORGANIZATION**

14a. JURISDICTION

1. ☐ STATEWIDE

4. ☐ SPECIAL DISTRICT/TOWNSHIP/  
TRIBAL NATION

7. ☐ FOREIGN

2. ☐ COUNTY GOVERNMENT

5. ☐ FEDERAL/MILITARY (non-DHS)

8. ☐ DHS/FEMA

3. ☐ CITY/TOWN/VILLAGE

6. ☐ INDUSTRY/BUSINESS

9. ☐ NDER/IMA

14b. ORGANIZATION

1. ☐ ALL CAREER

2. ☐ ALL VOLUNTEER

3. ☐ COMBINATION

15. CURRENT STATUS

1. ☐ PAID FULL TIME

2. ☐ PAID PART TIME

3. ☐ VOLUNTEER

4. ☐ DISASTER RESERVIST

16. Briefly describe your activities/responsibilities as they relate to the course for which you are applying and identify how you will use the information obtained from the course. Attach an organizational chart for the organization being represented, indicate your position. If you need more space, please attach a sheet to this application.

17. CHECK ONE BOX IN EACH COLUMN THAT BEST DESCRIBES YOUR PRESENT PRIMARY RESPONSIBILITY AND TYPE OF EXPERIENCE AS IT RELATES TO THE COURSE FOR WHICH YOU ARE APPLYING. ALSO ENTER THE NUMBER OF YEARS OF EXPERIENCE.

**17a. PRIMARY RESPONSIBILITY**

1. ☐ MANAGEMENT

2. ☐ TRAINING/EDUCATION

3. ☐ SCIENTIFIC/ENGINEERING

4. ☐ INVESTIGATION

5. ☐ FIRE PREVENTION

6. ☐ FIRE SUPPRESSION

7. ☐ PROGRAM/ACTIVITY

8. ☐ HEALTH

9. ☐ PUBLIC WORKS

10. ☐ DISASTER RESPONSE/RECOVERY

11. ☐ EMERGENCY MEDICAL SERVICES

12. ☐ HAZARD MITIGATION

13. ☐ EMERGENCY PREPAREDNESS

14. ☐ OTHER (Specify) \_\_\_\_\_

**17b. TYPE OF EXPERIENCE**

1. ☐ INCIDENT COMMAND

2. ☐ ADMINISTRATION/STAFF SUPPORT

3. ☐ SUPERVISION

4. ☐ BUDGET/PLANNING

5. ☐ PROGRAM DEVELOPMENT/DELIVERY

6. ☐ COORDINATION/LIAISON

7. ☐ PUBLIC EDUCATION

8. ☐ CODE DEVELOPMENT

9. ☐ CODE ENFORCEMENT/INSPECTION

10. ☐ SUPPORT SERVICES

11. ☐ RESEARCH AND DEVELOPMENT

12. ☐ ARSON

13. ☐ LAW ENFORCEMENT

14. ☐ DESIGN AND PLANNING

15. ☐ OTHER (Specify) \_\_\_\_\_

17c. NUMBER OF YEARS OF EXPERIENCE \_\_\_\_\_

17d. SIZE OF DEPARTMENT \_\_\_\_\_

18. DATE OF BIRTH (Mo. Day, Yr.) \_\_\_\_\_

19. SEX

☐ Male

☐ Female

20a. ETHNICITY

1. ☐ HISPANIC or LATINO

2. ☐ NOT HISPANIC or LATINO

20b. RACE (Please check all that apply)

1. ☐ AMERICAN INDIAN or ALASKA NATIVE

2. ☐ ASIAN

3. ☐ BLACK or AFRICAN AMERICAN

4. ☐ WHITE

5. ☐ NATIVE HAWAIIAN or PACIFIC ISLANDER

**SECTION III - ENDORSEMENT AND CERTIFICATION**

21a. I certify that the information recorded on this application is correct. Falsification of information will result in denial of a course certificate and stipend (18 U.S.C. 1001).

21b. I hereby authorize the release of any and all information concerning my enrollment in this course to the chief officer in charge, or designee, of my organization. All requests for information shall be in writing from said chief officer or designee.

21c. Further, I understand that, National Emergency Training Center (NETC), the Mt. Weather Emergency Operations Center (MWEOC), and the Noble Training Center (NTC) are not authorized to provide medical or health insurance for students. I maintain appropriate insurance on an individual basis.

21d. I agree to abide by the rules, policies, and regulations of NETC, MWEOC and NTC. Failure to do so will result in denial of the student stipend, expulsion from the course, and possible barring from future National Fire Academy (NFA) and Emergency Management Institute (EMI) courses.

SIGNATURE OF APPLICANT

DATE

**22. APPROVAL BY THE HEAD OF THE SPONSORING ORGANIZATION:**

"By signing this application, I certify that my organization does not discriminate on the basis of age, sex, race, color, religious belief, national origin, economic status, or disability in providing educational opportunities for its employees."

22a. SIGNATURE

22b. PRINTED NAME AND TITLE

**23. Additional endorsements for application to the Emergency Management Institute:**

23a. SIGNATURE AND DATE (State Office)

23b. SIGNATURE AND DATE (FEMA Regional Office)

24a. FOR NFA REGIONAL DELIVERY COURSES AND COURSES  
DELIVERED AT EMMITSBURG, MD. SUBMIT APPLICATION TO:

NATIONAL EMERGENCY TRAINING CENTER  
OFFICE OF ADMISSIONS, BLDG. I-216  
16825 SOUTH SETON AVENUE  
EMMITSBURG, MD. 21727

24b. FOR EMI COURSES DELIVERED AT NETC, MWEOC, OR NTC  
SUBMIT APPLICATION THROUGH THE APPROPRIATE STATE  
EMERGENCY MANAGEMENT COORDINATOR OR FEMA REGIONAL  
TRAINING MANAGER TO NETC.

24c. FOR FIELD PROGRAM COURSES, SUBMIT APPLICATION TO  
APPROPRIATE SPONSOR.

25. DISPOSITION

☐

ACCEPTED

☐

REJECTED

SIGNATURE OF REVIEWER

DATE

**EQUAL OPPORTUNITY STATEMENT**

NFA and EMI are Equal Opportunity institutions. They do not discriminate on the basis of age, sex, race, color, religious belief, national origin, or disability in their admissions and student-related procedures. Both schools make every effort to ensure equitable representation of minorities and women in their student bodies. Qualified minority and women candidates are encouraged to apply for all courses.

**PRIVACY ACT STATEMENT**

**GENERAL** - This information is provided pursuant to Public Law 93-579 (Privacy Act of 1974), Title 5 United States Code (U.S.C.) Section 552a, for individuals applying for admission to NFA or EMI.

**AUTHORITY** - Federal Fire Prevention and Control Act of 1974, as amended, Title 15 U.S.C., Sections 2201 *et seq.*; Robert T. Stafford Disaster Relief and Emergency Assistance Act, as amended, Title 42 U.S.C., Sections 5121 *et seq.*; Title 44 U.S.C., Section 3101; Executive Orders 12127, 12148, and 9397; Title VI of the Civil Rights Act of 1976; and Section 504 of the Rehabilitation Act of 1973.

**PURPOSES:** To determine eligibility for participation in NFA and EMI courses. Information such as age, sex, and ancestral heritage are used for statistical purposes only.

**USES:** Information may be released to: 1) FEMA staff to analyze application and enrollment patterns for specific courses, and to respond to student inquiries; 2) a physician to provide medical assistance to students who become ill or are injured during courses; 3) Members of the Boards of Visitors for the purpose of evaluating programmatic statistics; 4) sponsoring states, local officials, or state agencies to update/evaluate statistics of NFA and EMI participants; 5) Members of Congress seeking first party information; and 6) Agency training program contractors and computer centers performing administrative functions.

**EFFECTS OF NONDISCLOSURE** - Personal information is provided on a volunteer basis. Failure to provide information on this form, however, may result in a delay in processing your application and/or certifying completion of the course.

**Information Regarding Disclosure of Your Social Security Number Under PL 93-579, Section 7(b)** - E.O. 9397 authorizes the collection of the SSN. The SSN is necessary because of the large number of individuals who have identical names and birthdates and whose identities can only be distinguished by the SSN. The SSN is used for record-keeping purposes, i.e., to ensure that your academic record is maintained accurately. Disclosure of the SSN is voluntary. However, if you do not provide your SSN, another number will be substituted, which will delay processing of your application or course certificate.

**PAPERWORK BURDEN DISCLOSURE NOTICE**

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